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ABSTRACT

This guide presents a comprehensive system of intervention designed to support teachers in early childhood education in inclusive environments and to satisfy federal regulations. The components of the "On Track" program enable teachers to assess an individual child's strengths and needs both at school and at home, to discover family priorities, to plan an educational program for the child, to implement individualized therapeutic programs, and to monitor progress. The program includes both an assessment section and a curriculum section. The assessment consists of the Individual Education Plan (IEP) Assessment and the Family Interview Form. The skills measured by the assessment are organized into five developmental domains: social/emotional, adaptive, communication, physical, and cognitive. The Family Interview Form provides an opportunity for families to report what their children can do outside of school and to identify priorities for the educational plan. The curriculum includes Planning Sheets for when to gather data, Teaching Records that suggest methods and materials for targeting IEP objectives and provide a recordkeeping system to track child progress, and Progress Reports that provide an accountability system for recording the child's overall progress during the academic year. The guide provides hints for conducting an assessment and for using each of the components. (CR)

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ED 430 357

ON TRACK

A Comprehensive System for Early Childhood Intervention

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This manuscript came to fruition in the CO-TEACH Preschool Program at The University of Montana. CO-TEACH was developed in 1979 as a model demonstration site for preparing young children for transition and enhancing their readiness. Although the name CO-TEACH remains the same, the model has grown to include collaborative teaming and co-teaching. This is reflected in the number of individuals who have contributed to the *On Track* program. We extend thanks to Linda Kron, Tane Walmsley, Tim Walmsley, Debra Hansen, Jan Spiegle, and Mark Johnson for their insightful contributions. We also would like to express our appreciation to Kristen Segall and Ted LaCroix, who experience daily the challenges and rewards of working in Head Start Programs. We thank them for their feedback on the *On Track* Assessment. And, to the families and children from whom we have learned so much, we offer our respect and gratitude.

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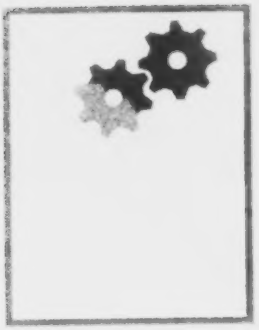
Gender Equity

The authors of the *On Track* program have attempted to keep this work free of the appearance of gender bias by alternating the personal pronouns "he" and "she" throughout the manuscript.



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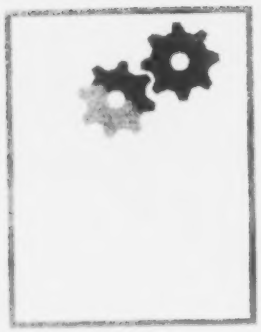


The Program

Why Do I Need *On Track*?

You may have as many as 18 children in your class. If any of these children have disabilities, the challenge of meeting their needs and keeping up with the increased paperwork may seem overwhelming. Johnny never stays with an activity for more than 30 seconds. Calvin resists all daily transitions. How are you going to ensure that the Individualized Education Programs (IEPs) for these children will be implemented? How will you measure the progress that they make on a daily, weekly, or even monthly basis? On top of the demands that these students already make on your time, Susan has just been referred for special services, and you are responsible for sharing her classroom performance with the Child Study Team participants. How are you going to gather information that demonstrates not only this child's strengths and needs but also reflects her family's wishes?

For all of your special-needs students, how will you develop IEP objectives that correspond to their needs? What can you do, short of hiring a data-systems specialist, to gather all the information you need, keep it sorted out, and use it to make sure that each child's IEP objectives are being met? The *On Track* program has been designed to support you in this endeavor by giving you an easy system for planning, implementing, and tracking each child's progress.

What Is *On Track*?

Federal regulations require that special education services be delivered to preschool children side by side with their normally developing peers. One strategy to ensure this least restrictive environment (LRE) requirement is to place children in preschool programs operated by public agencies such as Head Start, as well as in private preschools. However, delivering special education services in such environments makes it difficult to keep track of each child's IEP implementation and progress. The *On Track* program is a comprehensive system designed to support teachers and children in early childhood inclusive environments and to satisfy federal regulations. The components of the *On Track* program enable teachers to assess an individual child's strengths and needs both at school and at home, to discover family priorities, to plan an educational program for the child, to implement individualized therapeutic programs, and to monitor progress.

How Does *On Track* Work?

The *On Track* program includes an assessment section and a curriculum section. The Assessment consists of the Individual Education Plan Assessment and the Family Interview Form. The Curriculum includes the Planning Sheets, Teaching Records, and Progress Reports. All of these components may be introduced at any point in the IEP process to complement activities already initiated. However, in order to maximize the effectiveness of the *On Track* program, the five components are designed to be used together. They provide a unique, interactive resource which can assist early childhood special educators in formulating, implementing, and documenting IEP goals and objectives.

Individual Education Plan Assessment. The Assessment can be completed by using direct assessment, observation in the classroom, family interview, or any combination of these methods. With a child such as Susan, who has been referred for special services, use the Assessment to document classroom performance for the Child Study Team. If Susan is found eligible for special education, use the Assessment as a basis from which to write IEP goals and objectives. With a child such as Calvin, whose IEP goals and objectives have already been determined, use the Assessment as a pretest to measure his current skill level and later as a posttest to assess his progress.

The skills measured by the Assessment are organized into the five developmental domains identified in federal eligibility regulations: Social/Emotional, Adaptive, Communication, Physical, and Cognitive. Keep in mind that although the division between domains is somewhat arbitrary, the domains are based on those conventionally used in most early childhood education programs. In reality, these domains are overlapping and interdependent so that learning a skill in one domain often will enhance a skill in another area.

Family Interview Form. Like the Assessment, the Family Interview Forms are organized into the five developmental domains. They provide an opportunity for families to report what their children can and cannot do outside of school, and to identify their priorities for the child's educational plan. The Family Interview Form actively solicits information from the family, requires little effort, and provides a second source of information for the teaching staff. Use the Family Interview Form to find out what Susan's parents see as her strengths and needs, and which skills are the most important to them.

Planning Sheets. After Susan's current levels in various skills have been determined with the Assessment, or after Johnny's IEP has been developed, use the Planning Sheets to record which Teaching Records will be used and how often they will be implemented. Three optional versions of the Planning Sheets record weekly, biweekly, or monthly plans. In addition to providing a system for planning when to gather data, these forms provide an easy-to-monitor accountability system which notes instructional adaptations for the individual child, records when skill mastery has been achieved, and documents the implementation of IEP goals and objectives.

Teaching Records. The Teaching Records suggest methods and materials for targeting IEP objectives and provide a recordkeeping system to track child progress. The goals and objectives targeted in the Teaching Records correspond directly with the domains and skills addressed in the Assessment section (and Appendix, page 391). Although the menu of educational goals and objectives found in the Teaching Records is extensive, it is by no means intended to be exhaustive. Since IEPs are by definition individualized, goals and objectives must be driven by the needs of the individual child. For this reason, blank Teaching Record forms (found at the end of each domain and in the Appendix, page 397) are provided to encourage adapting or developing instructional programs customized for the individual child.

Not only do the Teaching Records provide instructional programs for direct intervention, they are also designed to be used as working records of the child's progress toward an objective. They document the child's day-to-day achievements and offer a quick visual record of progress, which can be shared with families and service providers. Use the Teaching Record, "Increases Attention Span," in the Cognitive Domain to document increases in Johnny's time on task. Use "Transitions Between Activities" in the Social/Emotional Domain to show improvement in Calvin's ability to move to new activities successfully.

Progress Reports. The Progress Reports provide an accountability system for recording the child's overall progress during the academic year. Use these reports to document attainment of goals and objectives targeted in the child's IEP, to record mastery of new skills and concepts, and to serve as a "report card" for families and IEP team members.

What Does *On Track* Do?

With a minimum of preparation, anyone can use the various components of the *On Track* program to perform the following functions.

Family Involvement. An important asset of the program is the ease with which families can be included in its implementation. Families participate during the assessment process by reporting observations of their child's development and by prioritizing skill areas which are important to them on the Family Interview Form. Once instructional programs have been selected and implemented in the classroom, families can carry them over in the home and other environments familiar to the child. In addition, child progress can be shared with families quickly and with a minimum of explanation by using the daily Teaching Records and the Progress Reports.

Assessment and Screening. The program assesses the child's skill level in five developmental domains. The Assessment may be used for an initial assessment to determine what the child can or cannot do and to provide information which may be included under the academic or classroom performance sections of the Child Study Team Report. Assessment information may also be

used as the basis for developing IEP goals and objectives. If, in the interest of time, you choose not to use the Family Interview Form, involve families in the Assessment by asking them to respond to selected items and by placing an asterisk in the left margin next to skills which are important to them.

Planning and Accountability. The Planning Sheets provide a check-and-balance system for IEP planning and implementation. The Planning Sheet allows the teacher or supervisor to plan which IEP goals and objectives to target and when data will be gathered. It also simplifies the supervisor's responsibilities by providing a single-page illustration of what the teacher has planned and accomplished.

Intervention. The program offers more than 100 instructional Teaching Records which target specific educational objectives. These Records use the Tell-Show-Help-Praise instructional strategy, a fail-safe method of teaching skills, which allows and encourages the child to perform as independently as possible. In addition, blank Teaching Records are included so that teachers can create new programs for individual children.

Recordkeeping and Reporting. This program provides several ways to keep track of progress. The IEP Assessment provides pretest and posttest data. The Teaching Records provide a means of tracking the child's daily progress in each targeted objective. The Progress Reports provide a summary report of the child's progress over time. Finally, the Planning Sheets provide an accountability system which documents the implementation of IEP goals and objectives.

Transition. Transitions involve changes. Daily transitions in the classroom significantly impact the child's ability to move independently from one activity to another. In addition, transitions between programs may have a monumental impact on children and their families. The Teaching Records are designed to assist teachers in targeting skills that facilitate daily transitions. In addition, Teaching Records and Progress Reports are easily understood and can be shared frequently with families or with receiving school personnel prior to program transitions.

Collaboration. Many students receive a variety of related services. Specialists delivering these services may use existing Teaching Records or adapt them to fit the individual child and skill. Therapist objectives may also be included on the Planning Sheet. This flexibility in using *On Track* forms increases carryover of specific therapeutic goals and objectives. Therapists and teachers will be able to see what objectives others have for the child and will be motivated to incorporate them into their own activities.

What's Next?

In the following sections you will find more information on using *On Track*. The Assessment section contains important hints on conducting an assessment as well as a guide to using the Individual Education Plan Assessment and the Family Interview

Form. The Curriculum section provides a step-by-step guide to using the Planning Sheets, the Teaching Records, and the Progress Reports. The five sections following the Curriculum section contain the Teaching Records for each of the five domains.

Before browsing through the domains, it may be helpful to review The Program in Action (page 319) in order to get a clear picture of how the program works as a complete process. If you need immediate results, read the following section.

In a Hurry?

The Program in Action consists of several interrelated components. To use all of its features effectively, it is important to read the instructions provided and examine the sample forms and programs. However, special education preschool teachers increasingly are expected to get more done in less time. In recognition of this unfortunate reality, the following quick index is provided.

Need to assess a child quickly? Turn to the tabbed divider for the Assessment section. Interview methods can be used for many items. Other items which are classroom-specific will require observation or direct assessment.

Need to develop an intervention quickly? Look in the Index of Teaching Records (see Appendix, page 403) for a list of programs. All interventions correspond to the domains recommended by Individuals with Disabilities Education Act (IDEA). All records are numbered and cross-referenced to the Assessment.

Need family input for IEPs? Use the Family Interview Form to enable families to identify child goals that they feel are important, as well as to indicate skill level. If you are using only the IEP Assessment, indicate family priorities with an asterisk (*) next to the skill in the left margin.

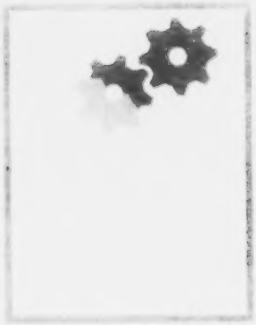
Need to document IEP implementation? Planning Sheets (see Appendix, page 385) can be used as lesson plans to integrate IEP objectives with developmentally appropriate preschool routines. Use these to check off each implementation of a planned IEP-based activity.

Need to conduct an IEP review? During end-of-year reviews and when planning transitions to kindergarten, cross-reference IEP goal attainment with the Assessment. For midyear and annual reviews, use the Progress Reports (see Appendix, page 399).

Need a proven preschool teaching method? Try the Tell-Show-Help-Praise technique explained on page 71. It is success-based and dynamic. Most important, it provides a proactive, preventive approach to behavior management.

Need an example? Turn to The Program In Action on page 319.

ASSESSMENT



Getting Ready

Federal regulations recognize that assessment and evaluation are an integral part of the education process. Several features of the *On Track* Assessment respond to federal requirements. For example, federal regulations mandate that a child referred for special education services must be assessed in all areas related to the disability. Both the Individual Education Plan Assessment and the Family Interview Form contain the five developmental domains identified by IDEA. In addition, new federal Head Start regulations require Head Start agencies to provide special education services, including screenings and developmental assessments.

Individualized screening instruments may be devised by drawing Assessment items from relevant domains, or the entire Assessment may be used. Finally, eligibility considerations must draw upon a variety of sources. Using a combination of the criterion-referenced Assessment and the Family Interview Form in conjunction with other assessments, such as the normed instruments used by specialists, will provide the diversity of sources required by IDEA.

The *On Track* Assessment consists of the Individual Education Plan Assessment and the Family Interview Form. Its purpose is to obtain family input, measure a child's current abilities, and identify potential targets for intervention. Use the Assessment to develop IEP goals and objectives or to refine existing goals and objectives. If no needs exist in certain domains, those sections of the Assessment may be omitted.

The Family Interview Form gives information about how the child functions in settings other than the classroom and allows the family to indicate which skills are important to them. Both of these components of the *On Track* Assessment classify child capabilities within three broad categories: The child performs the skill (1) rarely or never, (2) sometimes or with assistance, and (3) usually or always.

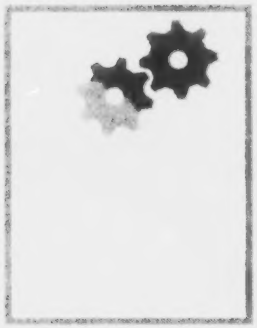
Things to Remember

- The Assessment may be administered by directly requesting behaviors, by observation in a natural setting, or by family interview. A combination of any of these methods should be used as the situation and ability of the child dictate.
- If the child is new to your classroom, allow time for adjustment to personnel and peers before administering the Assessment. During this time, information about the student may be obtained through conferences with the family, former

teachers, and other service providers, and by observing the child's behavior in the classroom.

- ▲ Spend some time with the child before conducting the Assessment so that you are comfortable with each other. This effort will generate more accurate assessment results.
- ▲ A child may be able to perform a skill but be unwilling to do so during testing. Try to keep the assessment motivating for the child by using interesting materials and varying the method of instruction as much as possible.
- ▲ It is best to administer only a few sections of the test during one sitting. It is difficult for young children to continue to perform at their best if they must sit for an extended period of time.
- ▲ If the child's disability prevents completion of the task or affects performance, keep in mind whether or not the skill is functional or necessary for this particular child.

The Family Interview Form is used to gather information from the family. Before administering it, develop rapport with the family, find out if they would like to include others in the interview, and adjust your approach to accommodate for cultural differences or unique needs.



User's Guide

1 Familiarize yourself with the *On Track* Assessment and Family Interview Form by reviewing the directions in this section for using the assessment forms.

2 Gather and assemble materials needed to complete the Assessment (see Appendix, page 391).

3 Determine how the components of the Assessment will be administered, whether by direct assessment, by observation, by family interview, or by any combination of these methods.

a. **Combination**—Use a combination of direct assessment, observational assessment, and family interview to generate the most accurate and comprehensive assessment results. Some items may have to be administered directly and some by observation only.

b. **Direct assessment**—Find a quiet spot in the classroom so there are no distractions. Ask the child to perform each item on the Assessment form and then score the performance. Remember to present the skill items in an imaginative and fun manner so that the child will complete the items to the best of her ability.

c. **Observational assessment**—Set up the environment to encourage the child to engage in the activities you wish to observe. When observing the child during preschool activities, make sure that you will have an unobstructed view and will be able to observe without interruptions.

d. **Family interview**—If the family does not wish to complete the full Family Interview Form, they may still participate in the assessment by responding to items on the Assessment which the teacher cannot answer and by indicating which skills are important to them. Keep in mind, however, that using the Family Interview Form takes advantage of the wealth of knowledge that families have about their children. Having responses to both the Assessment and the Family Interview Form will give you a complete set of responses on identical items. This will enable you to measure the differences in child performance between settings, obtain the family's perceptions of the child's strengths and needs, and discover their priorities.

   Encourage family members to expand their responses in the notes section at the bottom of each form. They might indicate, for example, if the child performs the skill consistently. Has she performed the skill in the past but no longer needs to? Does she have no opportunity to perform the skill? Is the skill critical to her?

4 Administer the Assessment and the Family Interview Form. A blank Assessment sheet is available (see Appendix, page 391) so that you may create new forms to assess additional skills which are not measured by the assessment but may be appropriate for a specific child. On the following pages you will find the Directions for the Assessment Forms, which explain the forms section by section.

Directions for the Assessment Forms

To begin using the Assessment or the Family Interview Form, as seen below, complete the top three lines of the appropriate form with the pertinent information.

The darkened section on the left contains the name of the domain. Scoring codes are underneath.

On the Assessment, the column headings on the right have spaces for you to fill in the pretest and posttest dates. Remember that the first administration of the test will be filled in under the pretest heading and the second administration will be under the posttest heading.

On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Adaptive Domain	Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
7.0 **Classroom Entry and Exit**						
7.1 Greets teachers						
7.2 Removes coat independently						
7.3 Hangs up coat on own hook						
7.4 Removes outer wear independently (hat/boots/mittens)						
7.5 Puts on coat independently						
7.6 Puts on outer wear independently (hats/boots/mittens)						
7.7						
Notes:						

On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Write an asterisk (*) next to skills which are parent priorities.

Communication Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
11.0	**Communication**				
11.1	Identifies familiar objects when given their names				
11.2	Labels familiar objects when requested				
11.3	Gives own name when requested				

On the Family Interview Form, the middle Skill Level column has the same scoring codes as the Assessment. The Family Interview Form is usually given only once, so there are no spaces for pretest and posttest dates. The Family Interview Form also has an Importance column on the far right, where skills are to be checked if they are a family priority.

Under the column headings on the left are subsections listing general goals. These are further divided into specific objectives. Carefully read each subsection of the domain. The skills listed often overlap and are not necessarily sequential. Individual objectives should be analyzed in terms of how functional they are for a specific child.

Score the child's performance according to the following categories:

- ▲ Usually or Always—The skill is mastered. The child performs the skill correctly 80-100% of the time.
- ▲ Sometimes or With Help—The skill is emerging. The skill is not mastered, but the child is learning the skill. The child performs the skill correctly 20-80% of the time.
- ▲ Rarely or Never—The skill is above the present capabilities of the child. The child performs the skill correctly less than 20% of the time.
- ▲ N/A—The skill is not applicable to the child. The space can be left blank or marked with an N/A.

On the Family Interview Form, have the family indicate under the Importance heading whether or not the skill is important to them. If using only the Assessment, have families use an asterisk (*) in the left margin to note important skills.

At the end of the list of skills you may include additional skills relevant to a particular child or make notes about the child on the blank lines provided.

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On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:
Write an asterisk (*) next to skills which are parent priorities.	

Social/Emotional Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
1.0	**Instruction Following**						
1.1	"Come here"						
1.2	"Sit down"						
1.3	"Stand up"						
1.4	"Wait here"						
1.5	"Raise your hand"						
1.6	"Stop"						
1.7							
	Notes:						
2.0	**Classroom Rules**						
2.1	Stays in play area						
2.2	Lines up						
2.3	Waits quietly						
2.4	Walks in classroom						
2.5	Raises hand						
2.6	Speaks with "indoor" voice						
2.7							
	Notes:						
3.0	**Peer Interaction**						
3.1	Plays without risk to self or others						
3.2	Uses toys appropriately						
3.3	Plays with peers						
3.4	Plays interactively with peers when invited						

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Social/Emotional Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
3.5	Invites peers to play						
3.6	Imitates adults when invited						
3.7	Imitates peer when invited						
3.8	Takes turns						
3.9	Shares toys						
3.10							
	Notes:						
4.0	**Polite Manners**						
4.1	Responds to teacher greeting						
4.2	Responds to peer greeting						
4.3	Initiates teacher greeting						
4.4	Initiates peer greeting						
4.5	Uses "Please" for requests						
4.6	Uses "Thank you" appropriately						
4.7	Uses "I'm sorry"						
4.8	Uses "Excuse me"						
4.9							
	Notes:						
5.0	**Daily Transition Activities**						
5.1	Puts away materials independently						
5.2	Lines up appropriately						
5.3	Transitions between activities						
	5.3.1 Transitions to whole group/circle						
	5.3.2 Transitions to/from recess						
	5.3.3 Leaves readily at end of day						
	5.3.4 Participates in activity preparation						
	5.3.5 Participates in activity clean-up						

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Social/Emotional Domain (continued)	Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
5.4						
Notes:						
6.0 Classroom Skills						
6.1 Group learning activities						
6.1.1 Goes directly to group						
6.1.2 Sits independently						
6.1.3 Attends throughout lesson						
6.1.4 Participates throughout lesson						
6.1.5 Sits quietly without disrupting others						
6.1.6 Stays in group						
6.1.7						
Notes:						

On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Adaptive Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
7.0	**Classroom Entry and Exit**						
7.1	Responds to greeting						
7.2	Removes coat independently						
7.3	Hangs up coat on own hook						
7.4	Removes outer wear independently (hat/boots/mittens)						
7.5	Goes to next activity						
7.6	Puts on coat independently						
7.7	Puts on outer wear independently (hats/boots/mittens)						
7.8							
	Notes:						
8.0	**Snack-Time Skills**						
8.1	Washes and dries hands						
8.2	Waits turn						
8.3	Indicates "Yes" and "No" to teacher's offers						
8.4	Makes requests appropriately						
8.5	Uses "Please" and "Thank you"						
8.6	Consumes food and beverage at moderate rate						
8.7	Maintains lip closure						
8.8	Does not spill food or choke on it						
8.9	Eats only own food						
8.10	Uses utensils correctly						
8.11	Uses napkin correctly						
8.12	Leaves only when excused						

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Adaptive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
8.13	Puts away trash and materials						
8.14							
	Notes:						
9.0	**Hygiene Skills**						
9.1	Bathroom skills						
9.1.1	Requests toilet						
9.1.2	Walks directly to bathroom						
9.1.3	Uses correct bathroom door						
9.1.4	Dresses and undresses for toileting						
9.1.5	Is clean and dry						
9.1.6	Produces a product						
9.1.7	Wipes						
9.1.8	Flushes						
9.1.9	Washes and dries hands						
9.1.10							
	Notes:						
9.2	Personal hygiene						
9.2.1	Washes and dries hands independently						
9.2.2	Gets a tissue						
9.2.3	Wipes nose when requested						
9.2.4	Blows nose when requested						
9.2.5	Wipes and blows nose independently						
9.2.6	Throws tissue away						
9.2.7	Covers mouth when coughing and sneezing						
9.2.8	Drinks from water fountain						
9.3							
	Notes:						

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Adaptive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
10.0	**Personal Safety**						
10.1	Obeys traffic rules						
10.1.1	Stops and looks both ways before crossing street						
10.1.2	Recognizes common traffic signs						
10.2	Avoids bumping into objects						
10.3	Walks without tripping						
10.4							
	Notes:						

On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Communication Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
11.0	**Communication**						
11.1	Identifies familiar objects when given their names						
11.2	Labels familiar objects when requested						
11.3	Gives own name when requested						
11.4	Requests desired objects (food/drink/people)						
11.5	Requests desired activities						
11.6	Responds to initiated conversation with familiar adults						
11.7	Initiates conversation with familiar adults						
11.8	Responds to initiated conversation with familiar children						
11.9	Initiates conversation with familiar children						
11.10	Has adequate articulation						
11.11	Uses adequate expressive language						
11.12	Uses communication appropriately						
11.13	Indicates desire appropriately						
11.14	Protests appropriately						
11.15							
	Notes:						

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On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Cognitive Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
12.0	**Pre-Academic Skills**						
12.1	Identifies body parts (head/eyes/nose/ears/arm/leg/hand/foot/finger/toes/jaw/chin/elbow/etc.)						
12.2	Identifies major colors (red/blue/yellow/green/purple/orange)						
12.3	Identifies basic shapes (square/circle/triangle/rectangle/diamond)						
12.4	Matches						
12.4.1	Matches objects						
12.4.2	Matches objects to pictures						
12.4.3	Identifies differences						
12.4.4	Matches similar pictures						
12.5	Identifies coins						
12.6	Arranges items by categories						
12.7	Serializes						
12.8	Counts						
12.8.1	Counts by rote						
12.8.2	Counts with correspondence						
12.8.3	Counts with displacement						
12.9	Numerals						
12.9.1	Identifies numerals						
12.9.2	Recites phone number						
12.9.3	Traces numerals						
12.9.4	Copies numerals						

Cognitive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
12.10	Letters						
12.10.1	Recognizes written name						
12.10.2	Identifies letters						
12.10.3	Traces letters						
12.10.4	Copies letters						
12.11							
	Notes:						
13.0	**Correct Use of Classroom Materials**						
13.1	Paper						
13.2	Pencil						
13.3	Scissor						
13.4	Book						
13.5	Crayon						
13.6	Glue/paste						
13.7	Paint/brush						
13.8	Play-Doh/clay						
13.9							
	Notes:						
14.0	**Attention Span**						
14.1	Initiates task						
14.2	Persists with task						
14.2.1	Works independently for one minute						
14.2.2	Works independently for two minutes						
14.2.3	Works independently for five minutes						
14.2.4	Works independently for ten minutes						
14.3	Remains in activity area						
14.4	Interacts appropriately with peers						
14.5	Follows directions						

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Cognitive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
14.6	Completes task						
14.7							
	Notes:						
15.0	**Classification**						
15.1	Sorts objects						
15.1.1	Sorts objects by shape (square/circle/triangle/rectangle/diamond)						
15.1.2	Sorts objects by color (red/blue/green/yellow/purple/orange)						
15.1.3	Sorts objects by size small/medium/large)						
15.2	Tells whether objects/pictures are same or different (Which one doesn't belong?)						
15.3	Describes similarities and differences in objects						
15.4	Demonstrates concepts						
15.4.1	Identifies prepositions (in/on/under)						
15.4.2	Identifies measurement (heavy/light, big/little)						
15.4.3	Identifies temperature (hot/warm/cool)						
15.4.4	Identifies time (before/after, early/later)						
15.5							
	Notes:						
16.0	**Memory**						
16.1	Recalls familiar objects						
16.2	Recalls facts from a story presented orally						
16.3	Identifies missing parts of objects						
16.4							
	Notes:						

Cognitive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
17.0	**Reasoning Skills**						
17.1	Sequences						
17.1.1	Places objects in sequence by size (seriation)						
17.1.2	Places three simple pictures in sequence						
17.1.3	Places four simple pictures in sequence						
17.1.4	Repeats patterns						
17.2	Answers simple logic questions						
17.3							
	Notes:						

On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Physical Domain	Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
18.0 Gross Motor						
18.1 Slides						
18.1.1 Climbs ladder						
18.1.2 Slides down feet first						
18.1.3 Gets off slide immediately						
18.1.4						
18.2 Rides tricycle						
18.2.1 Gets on tricycle						
18.2.2 Pedals using feet						
18.2.3 Steers						
18.2.4 Gets off tricycle						
18.2.5 Rides without crashing						
18.2.6						
18.3 Swings						
18.3.1 Gets on swing						
18.3.2 Holds on with both hands						
18.3.3 Pumps						
18.3.4 Gets off swing						
18.3.5 Avoids moving swings						
18.3.6						
18.4 Plays with balls						
18.4.1 Rolls playground balls						
18.4.2 Throws playground balls						
18.4.3 Catches playground balls						

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Physical Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
18.4.4							
Notes:							
19.0	**Independent Motor Skills**						
19.1	Uses stairs						
19.1.1	Climbs stairs using railing						
19.1.2	Alternates feet while climbing						
19.1.3	Descends stairs using railing						
19.1.4	Alternates feet while descending						
19.1.5							
19.2	Walks						
19.2.1	Walks forward						
19.2.2	Walks backward						
19.2.3	Uses heel-toe gait						
19.2.4	Balances on one foot						
19.2.5							
19.3	Jumps						
19.3.1	Jumps in place						
19.3.2	Jumps forward						
19.3.3	Jumps backward						
19.3.4	Hops on one foot						
19.3.5							
19.4							
Notes:							
20.0	**Fine-Motor Skills**						
20.1	Picks up and releases small objects						
20.2	Transfers small objects hand-to-hand						
20.3	Colors with pencil or crayon						
20.4	Traces shapes						
20.5	Imitates teacher drawing shapes						

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Physical Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
20.6	Uses fasteners						
20.6.1	Buttons						
20.6.2	Unbuttons						
20.6.3	Buckles						
20.6.4	Unbuckles						
20.6.5	Zips						
20.6.6	Unzips						
20.6.7	Snaps						
20.6.8	Unsnaps						
20.6.9	Fastens Velcro						
20.6.10	Untastens Velcro						
20.6.11							
20.7							
Notes:							

On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Social/Emotional Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
1.0	**Follows Instructions**				
1.1	"Come here"				
1.2	"Sit down"				
1.3	"Stand up"				
1.4	"Wait here"				
1.5	"Raise your hand"				
1.6	"Stop"				
	Notes:				
2.0	**Follows Classroom Rules**				
2.1	Stays in play area				
2.2	Lines up				
2.3	Waits quietly				
2.4	Walks in classroom				
2.5	Raises hand				
2.6	Speaks with "indoor" voice				
2.7					
	Notes:				
3.0	**Interacts Appropriately With Peers**				
3.1	Plays without risk to self or others				
3.2	Uses toys appropriately				
3.3	Plays with peers				
3.4	Plays interactively with peers when invited				
3.5	Invites peers to play				
3.6	Imitates adults when invited				

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Social/Emotional Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
3.7	Imitates peer when invited				
3.8	Takes turns				
3.9	Shares toys				
3.10					
	Notes:				
4.0	**Polite Manners**				
4.1	Responds to teacher greeting				
4.2	Responds to peer greeting				
4.3	Initiates teacher greeting				
4.4	Initiates peer greeting				
4.5	Uses "Please" for requests				
4.6	Uses "Thank you" appropriately				
4.7	Uses "I'm sorry"				
4.8	Uses "Excuse me"				
4.9					
	Notes:				
5.0	**Daily Transition Activities**				
5.1	Puts materials away independently				
5.2	Lines up appropriately				
5.3	Transitions between activities				
	5.3.1 Transitions to whole group/circle				
	5.3.2 Transitions to/from recess				
	5.3.3 Leaves readily at end of day				
	5.3.4 Participates in activity preparation				
	5.3.5 Participates in activity clean-up				
5.4					
5.5					
	Notes:				

Social/Emotional Domain (continued)		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
6.0	**Classroom Skills**				
6.1	Group Learning Activities				
6.1.1	Goes directly to group				
6.1.2	Sits independently				
6.1.3	Attends throughout lesson				
6.1.4	Participates throughout lesson				
6.1.5	Sits quietly without disrupting others				
6.1.6	Stays in group				
6.1.7					
	Notes:				
6.2	Independent Work Skills				
6.2.1	Identifies and retrieves own materials				
6.2.2	Replaces own materials				
6.2.3	Sits quietly				
6.2.4	Participates willingly				
6.2.5	Participates for novel teacher				
6.2.6	Works hard on novel tasks				
6.2.7					
	Notes:				

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On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Adaptive Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
7.0	**Classroom Entry and Exit**				
7.1	Responds to greeting ("Hi")				
7.2	Removes coat independently				
7.3	Hangs up coat on own hook				
7.4	Removes outer wear independently (hat/boots/mittens)				
7.5	Goes to next activity				
7.6	Puts on coat independently				
7.7	Puts on outer wear independently (hats/boots/mittens)				
7.8					
	Notes:				
8.0	**Snack-Time Skills**				
8.1	Washes and dries hands				
8.2	Waits turn				
8.3	Indicates "Yes" and "No" to teacher's offers				
8.4	Makes requests appropriately				
8.5	Uses "Please" and "Thank you"				
8.6	Consumes food and beverage at moderate rate				
8.7	Maintains lip closure				
8.8	Does not spill food or choke on it				
8.9	Eats only own food				
8.10	Uses utensils correctly				
8.11	Uses napkin correctly				
8.12	Leaves only when excused				

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Adaptive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
8.13	Puts away trash and materials				
8.14					
	Notes:				
9.0	**Hygiene Skills**				
9.1	Bathroom Skills				
9.1.1	Requests toilet				
9.1.2	Walks directly to bathroom				
9.1.3	Uses correct bathroom door				
9.1.4	Dresses and undresses for toileting				
9.1.5	Is clean and dry				
9.1.6	Produces a product				
9.1.7	Wipes				
9.1.8	Flushes				
9.1.9	Washes and dries hands				
9.1.10					
	Notes:				
9.2	Personal hygiene				
9.2.1	Washes and dries hands independently				
9.2.2	Gets a tissue				
9.2.3	Wipes nose when requested				
9.2.4	Blows nose when requested				
9.2.5	Wipes and blows nose independently				
9.2.6	Throws tissue away				
9.2.6	Covers mouth when coughing and sneezing				
9.2.7	Drinks from water fountain				
9.2.8					
	Notes:				

Adaptive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
10.0	**Personal Safety**				
10.1	Obeys traffic rules				
10.1.1	Stops and looks both ways before crossing street				
10.1.2	Recognizes common traffic signs				
10.2	Avoids bumping into objects				
10.3	Walks without tripping				
10.4					
	Notes:				

On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Communication Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
11.0	**Communication**				
11.1	Identifies familiar objects when given their names				
11.2	Labels familiar objects when requested				
11.3	Gives own name when requested				
11.4	Requests desired objects (food/drink/people)				
11.5	Requests desired activities				
11.6	Responds to conversational initiations with familiar adults				
11.7	Initiates conversation with familiar adults				
11.8	Responds to initiated conversation with familiar children				
11.9	Initiates conversation with familiar children				
11.10	Has adequate articulation				
11.11	Uses adequate expressive language				
11.12	Uses communication appropriately				
11.13	Indicates desire appropriately				
11.14	Protests appropriately				
11.15					
	Notes:				

On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Cognitive Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
12.0	**Pre-Academic Skills**				
12.1	Identifies body parts (eyes/nose/ears/arm/leg/tummy/hand/foot/head/finger/toes)				
12.2	Identifies major colors (red/blue/yellow/green/purple/orange)				
12.3	Identifies basic shapes (square/circle/triangle/rectangle/diamond)				
12.4	Matches				
12.4.1	Matches objects				
12.4.2	Matches objects to pictures				
12.4.3	Identifies differences				
12.4.4	Matches similar pictures				
12.5	Identifies coins				
12.6	Arranges items by categories				
12.7	Serializes				
12.8	Counts				
12.8.1	Counts by rote				
12.8.2	Counts with correspondence				
12.8.3	Counts with displacement				
12.9	Numerals				
12.9.1	Identifies numerals				
12.9.2	Recites phone number				
12.9.3	Traces numerals				
12.9.4	Copies numerals				
12.10	Letters				
12.10.1	Recognizes written name				
12.10.2	Identifies letters				

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Cognitive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
12.10.3	Traces letters				
12.10.4	Copies letters				
12.10.5					
Notes:					
13.0	**Correct Use of Classroom Materials**				
13.1	Paper				
13.2	Pencil				
13.3	Scissor				
13.4	Book				
13.5	Crayon				
13.6	Glue/Paste				
13.7	Paint/Brush				
13.8	Play-Doh/clay				
13.9					
Notes:					
14.0	**Attention Span**				
14.1	Initiates task				
14.2	Persists with task				
14.2.1	Works independently for one minute				
14.2.2	Works independently for two minutes				
14.2.3	Works independently for five minutes				
14.2.4	Works independently for ten minutes				
14.3	Remains in activity area				
14.4	Interacts appropriately with peers				
14.5	Follows directions				
14.6	Completes task				
14.7					
Notes:					

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Cognitive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
15.0	**Classification**				
15.1	Sorts objects				
15.1.1	Sorts objects by shape (square/circle/triangle/rectangle/diamond)				
15.1.2	Sorts objects by color (red/blue/green/yellow/purple/orange)				
15.1.3	Sorts objects by size (small/medium/large)				
15.2	Tells whether objects/pictures are same or different (Which one doesn't belong?)				
15.3	Describes similarities and differences in objects				
15.4	Demonstrates concepts				
15.4.1	Identifies prepositions (in/on/under)				
15.4.2	Identifies measurement (heavy/light, big/little)				
15.4.3	Identifies temperature (hot/warm/cool)				
15.4.4	Identifies time (before/after, early/later)				
15.5					
	Notes:				
16.0	**Memory**				
16.1	Recalls familiar objects				
16.2	Recalls facts from a story presented orally				
16.3	Identifies missing parts of objects				
16.4					
	Notes:				
17.0	**Reasoning Skills**				
17.1	Sequences				
17.1.1	Places objects in sequence by size (seriation)				
17.1.2	Places three simple pictures in sequence				
17.1.3	Places four simple pictures in sequence				
17.1.4	Repeats patterns				

Cognitive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
17.2	Answers simple logic questions				
17.3					
	Notes:				

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On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Physical Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
18.0	**Gross Motor/Playground Activities**				
18.1	Slides				
18.1.1	Climbs ladder				
18.1.2	Slides down feet first				
18.1.3	Gets off slide immediately				
18.1.4					
18.2	Rides tricycle				
18.2.1	Gets on tricycle				
18.2.2	Pedals using feet				
18.2.3	Steers				
18.2.4	Gets off tricycle				
18.2.5	Rides without crashing				
18.2.6					
18.3	Swings				
18.3.1	Gets on swing				
18.3.2	Holds on with both hands				
18.3.3	Pumps				
18.3.4	Gets off swing				
18.3.5	Avoids moving swings				
18.3.6					
18.4	Plays with balls				
18.4.1	Rolls playground balls				
18.4.2	Throws playground balls				
18.4.3	Catches playground balls				
18.4.4					
	Notes:				

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Physical Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
19.0	**Independent Motor Skills**				
19.1	Uses stairs				
19.1.1	Climbs stairs using railing				
19.1.2	Alternates feet while climbing				
19.1.3	Descends stairs using railing				
19.1.4	Alternates feet while descending				
19.1.5					
19.2	Walks				
19.2.1	Walks forward				
19.2.2	Walks backward				
19.2.3	Uses heal-toe gait				
19.2.4	Balances on one foot				
19.2.5					
19.3	Jumps				
19.3.1	Jumps in place				
19.3.2	Jumps forward				
19.3.3	Jumps backward				
19.3.4	Hops on one foot				
19.4					
	Notes:				
20.0	**Fine-Motor Skills**				
20.1	Picks up and releases small objects				
20.2	Transfers small objects hand-to-hand				
20.3	Colors with pencil or crayon				
20.4	Traces shapes				
20.5	Imitates teacher drawing shapes				
20.6	Uses fasteners				
20.6.1	Buttons				
20.6.2	Unbuttons				

Physical Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
20.6.3	Buckles				
20.6.4	Unbuckles				
20.6.5	Zips				
20.6.6	Unzips				
20.6.7	Snaps				
20.6.8	Unsnaps				
20.6.9	Fastens Velcro				
20.6.10	Unfastens Velcro				
20.7					
Notes:					

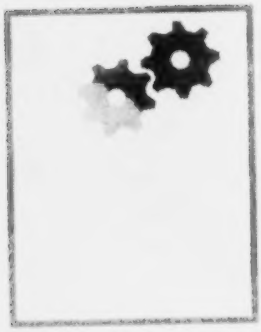
CURRICULUM

The On Track Curriculum

As in the Assessment, features of the *On Track* Curriculum are designed to meet federal requirements. Federal regulations mandate that there be a direct relationship between IEP goals and objectives, and the instructional plans implemented in the classroom. There is a direct correlation between the Planning Sheets and each child's IEP. In addition, the Teaching Records illustrate daily progress toward IEP objectives. Federal regulations also require that schools provide ongoing information to families concerning the child's progress. Graphs may be plotted directly on each Teaching Record to illustrate progress. Families can review these graphs at any time. Finally, regulations specific to Head Start agencies require that IEPs be reviewed more frequently than once per year. Quarterly and annual Progress Reports record longterm progress and act as IEP "report cards" for families and receiving environments.

The Curriculum provides a system for teaching skills and tracking progress. For many children, learning occurs naturally through interacting with the environment and observing the behaviors of others. For other children, structured arrangements are necessary to promote optimal development. For children who are not learning skills on their own, the first step is to set up a therapeutically-arranged environment to encourage activities which will promote the development of certain skills. If this is not successful, the next step is for the teacher to intervene during naturally occurring activities and to provide assistance and positive feedback to the child. If the child still does not acquire the skill, the teacher may need to take the child aside for brief, one-on-one tutorials.

The Curriculum is designed to be used with any of these levels of instruction. Data for the Teaching Records can be gathered through observation only or through naturalistic or direct instruction. In addition, the Teaching Records use an instructional strategy called the Tell-Show-Help-Praise model, which can be used across a variety of settings.



Tell-Show-Help-Praise

Tell-Show-Help-Praise is a gentle, nonintrusive model of instruction which allows the child the opportunity to learn skills in the least restrictive way first, gradually increasing directiveness only to the point at which the child responds. This instructional strategy has many uses. Tell-Show-Help-Praise can be used not only as a teaching tool, but also as a behavior-management technique. It can be used incidentally during daily activities or for one-on-one instruction.

This approach enables the child to be as independent as possible. To ensure this independence, always begin with the most naturalistic approach. First, observe what the child can and cannot do, then introduce the skill incidentally. If the child does not learn the skill in this way, it is time to use specific programs from the Teaching Records which task-analyze the skill and teach it step-by-step. Be sure to provide a variety of opportunities for the child to practice the skill during daily activities.

To implement the Tell-Show-Help-Praise model, follow the procedure below.

- Start with the child's name. This is a natural and reliable way to get the child's attention.
- TELL—Give the instruction one time to encourage responding to the first instruction. For example, say, "Jamie, put the block in the box." If the child responds appropriately, give enthusiastic, specific praise (see PRAISE).
- SHOW—If the child does not respond after a predetermined, reasonable amount of time, repeat the child's name and the identical instruction, providing a gesture or model of the desired behavior. For example, say, "Jamie, put the block in the box," while pointing to the inside of the box or demonstrating how to put blocks in the box. If the child responds appropriately, give enthusiastic, specific praise (see PRAISE).
- HELP—If the child still does not respond, repeat the name and identical instruction while providing the least physical assistance required to help the child perform the response as independently as possible. This approach is used to assure that noncompliant children cannot avoid the task simply by being passive, and that children with severe disabilities do not begin a pattern of failure. For example, say, "Jamie, put the block in the box," while gently assisting the child to put the block in the box. After the child performs the skill with help, provide praise (see PRAISE).

- PRAISE—Give praise, enthusiastically and descriptively, as soon as the child accomplishes the task, regardless of the amount of assistance provided. For example, say, "Great, Jamie! You put the block in the box." If appropriate, pair the praise with an additional positive consequence such as an activity that the child particularly enjoys.

The Tell-Show-Help-Praise strategy can be incorporated as a natural teaching method and used throughout the day. It is not necessary to gather data, but if you would like to take data, use the following code.

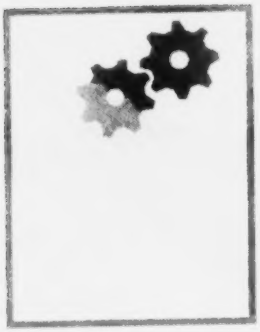
+—Correct response.

S—Show. The child does not perform correctly on the first trial. When the identical instruction is repeated with the addition of a gestural prompt, the child performs the task correctly.

H—Help. The child does not perform the task correctly after the gestural prompt. When the identical instruction is repeated and the child is gently, physically guided in the performance of the task, the child performs the task correctly.

I—Incorrect response.

/—Not applicable. This code is used when a step in the task analysis is not applicable in that particular teaching instance and so is not scored.



User's Guide

1 After the child's strengths and needs have been determined by the assessment, goals and objectives are set in the IEP based on family priorities and child needs. When using the Assessment to create IEP goals and objectives, and to select appropriate Teaching Records, consider the following information.

a. Skills scored in the "Usually or Always" column of the Assessment should be reviewed periodically. An IEP goal may be written to enhance generalization of these skills.

b. Skills scored in the "Sometimes or With Assistance" column of the Assessment should be taught to the mastery level as determined by the IEP.

c. Skills scored in the "Rarely or Never" column of the Assessment may be prioritized for instruction when the following factors are considered:

- ▲ Child's Age—Is the skill developmentally appropriate?
- ▲ Child's Disability—Is acquisition of the skill timely and appropriate given the disability?
- ▲ Child's Proposed Length of Time in the Program—Is there enough time during the program to work on this skill now?
- ▲ Length of Time Before Child Enters Less Restrictive Classroom—How important is the skill for right now and for later?
- ▲ Family Concerns—What are the family's priorities for short term and long term skill acquisition?

2 Select Teaching Records which meet the child's IEP goals and objectives. The Index of Teaching Records (see Appendix, page 403) provides a list of programs contained in the Teaching Records. These are cross-referenced to Assessment Objectives as well as Brigance results. The Teaching Record program numbers correspond with the skills assessed in the Assessment.

3 If there is a need for a Teaching Record that is not included in the Curriculum, develop your own programs using the blank Teaching Records found at the end of each domain and in the Appendix on page 397.

4 Once you have chosen Teaching Records for the child, enter them on the Planning Sheet (see Appendix, pages 385-389). On page 75 you will find directions for completing the Planning Sheet.

5 After recording the Teaching Records which you have chosen on the Planning Sheet, use the Teaching Records to guide instruction of the targeted skills and to record progress. The Teaching Records provide a rationale for the program, suggest materials, and employ the Tell-Show-Help-Praise instructional model to guide instruction.

6 Record data directly onto the Teaching Records. On page 76, the Directions for the Teaching Record give a step-by-step introduction to the form. By going through each section in sequence, the reader can see that the various sections of the Teaching Record are quite straightforward and work together. Explanations are enclosed in a box preceding each section of the form.

7 During the intervention phase, review the implemented Teaching Records and Planning Sheet weekly. Decisions to adapt instructional programming or frequency of implementation can be made at that time.

8 When a skill has been mastered, record the skill name in the Comments section of the Planning Sheet. Check periodically to review skill maintenance and generalization.

9 A quarterly or semi-annual review of each child's progress is recorded on the Progress Report. The annual goal and the specific objectives are recorded along with the percentage of mastery.

a. The mastery percentage is obtained by averaging the percentages for the last five days of instruction. If instruction took place on fewer than five days, average what is available. The percentages are taken from the Teaching Records for each instructional occurrence.

b. If comments have been noted on the Teaching Records, such as "the child was not feeling well" and therefore performance may have been negatively affected, the data should be considered in that context.

c. The Progress Report serves as a "report card" at family conferences and IEP and/or CST meetings. It also provides feedback concerning the child's instructional programs regarding continuing, discontinuing, or introducing programs as prescribed by IEP goals. (See specific examples in The Program in Action section.)

The pages immediately following contain directions for the Planning Sheet and the Teaching Records. Next come the five developmental domains and The Program in Action sections. The Program in Action presents an example of how *On Track* works as a complete, interactive system.

Directions for the Planning Sheet

Below is a sample of a two-week Planning Sheet. Complete the child's Name and the Date. The Skills to Practice section reflects the priority needs of the child.

In the first column under the darkened section, list the selected Teaching Records to be implemented based on the IEP.

The middle section of the table is divided by days and weeks. The days run across the top of the chart, and the weeks along the bottom. Indicate with a slash (/) the day that the teaching record is to be taught. When data on teaching the skill has been gathered, cross the slash (X). Thus, you can determine at a glance which objectives have been implemented and which have not.

In the far right column make a note of the corresponding IEP goals and objectives.

At the bottom of the sheet, space is provided for you to record relevant comments.

On Track Planning Sheet

Name:						Date:					
Skills to Practice:											
Teaching Records	Start Date:					Start Date:					**Comments or IEP Correspondence**
	M	T	W	T	F	M	T	W	T	F	
	Week 1					**Week 2**					

Comments:

Directions for the Teaching Record

Complete the Student's name and Academic Year of enrollment.

The Annual Goal and Objective correspond directly to the child's IEP. If you are creating a new record, the annual goal is typically a developmental domain, while the objective targets the specific skill to be learned.

On Track Teaching Record

Student:	Annual Goal (domain):
Academic Year:	Objective (skill):

The Lesson Plan describes the rationale for the teaching record, lists materials needed for instruction, and gives directions for implementing the program.

Steps 1-4 describe how to proceed with instruction.

1 TELL provides an example of what the teacher might say.

2 SHOW guides the teacher in repeating the instruction and giving a cue or gesture to help the child understand the instruction.

3 HELP describes how to physically assist the child in correctly and successfully completing the instruction.

4 PRAISE should be immediate and enthusiastic whenever a child succeeds, even if he needs help.

Refer to Curriculum section, page 71, for specific details on the TELL-SHOW-HELP-PRAISE instructional model. Some Teaching Records are designed for observation only and do not need to be taught directly. For other records, a combination of direct instruction and observation may be used.

Lesson Plan	
1.	TELL the child, "(Name) . . ."
2.	SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3.	HELP the child by repeating and gently guiding the correct skill.
4.	PRAISE the child by enthusiastically telling what was correct.

The purpose of this section is to track a child's progress on individual goals and objectives.

The Scoring Key varies slightly by record. Typically, a correct response, as noted in the lesson plan, is marked with a +. If the child needs to be shown the skill, record

an S for SHOW. If the child needs help, record an H for HELP. Generally, the combination of telling, showing, and helping results in a correct response. However, during noninstructional observation sessions, an error is scored as an I. This symbol is rarely used. If a specific program task is not applicable, record a slash (/).

The boxes to the right of the scoring key are used to record the type of session. Record an O if you are observing the child performing the task (for example, when establishing a baseline, monitoring maintenance and generalization, and documenting skills used during daily routines). Record DI if you are actively providing direct instruction.

The % column on the far right provides a scale for the percentage of correct responses made by the child each day. An explanation for using this column is provided on the following page.

Ten trials are provided with number one beginning at the bottom of the page. Proceed up the column with scoring as indicated above.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
										Program Number	

On the line marked Date, record the date each time that the program is taught or observed.

On the next line, record the percentage correct by totaling the number of + symbols. Then divide that number by the total number of trials. Do not include trials marked with a / (not applicable). For example, if ten trials were taught and seven were correct (+), divide seven by ten ($^{7}/_{10}$ = .7 or 70%). Place this number (70) in the % Correct row.

For a convenient and quick assessment, after figuring the correct percentage, place a dot in the current trial column on the upper right corner of the square that corresponds with the percentage correct. Then connect the dots with a colored pen to graph and illustrate the child's progress.

On the line marked Initials, record the teacher's initials. (Both the Date and Initials boxes can be completed prior to beginning the program so that full attention can be given to the child.)

When a running average is needed, as for an IEP meeting, a Cumulative Correct Average can be determined. Simply add the percent correct totals for the last five days (or appropriate length of time) and divide by the number of days. This is also useful for end-of-the-quarter reports, and for monitoring and evaluating child progress.

Mark the Comments section with an asterisk (*) when special conditions should be noted on the back of the form (e.g., illness, distraction, or tantrum). Note the date and information on the back, write your initials, and, if appropriate, bring to the supervisor's attention.

The Program Number acts as a page number and corresponds to the Assessment.

On Track Teaching Record

Student:	Annual Goal (domain):
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name) . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

Program Number

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On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Safety
Academic Year:	Objective (skill): Follows Instructions

Lesson Plan

Instruction following is a priority for safety and classroom management. Children need to learn simple, basic classroom rules to benefit from the school environment.

1. TELL the child, "(Name), stand up ..."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6. Stop											60
5. Raise your hand											50
4. Wait here											40
3. Sit down											30
2. Come here											20
1. Stand up											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											1.0a

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Safety
Academic Year:	Objective (skill): Follows Two-Step Instructions

Lesson Plan

Following instructions is a priority for safety. Incorporate objectives from IEP into the chart.

1. TELL the child, "(Name), come here and sit down . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2. Stand up and wait											20
1. Come here and sit down											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

1.0b

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Follows Instructions

Lesson Plan

Learning to start and stop is important for transitions throughout the day. Keep this lesson fun. Tell child, "When I say scribble, color until I say stop." Give child crayon and paper. Practice with different activities.

1. TELL the child, "(Name), scribble . . . stop."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10. Stop											100
9. Scribble											90
8. Stop											80
7. Scribble											70
6. Stop											60
5. Scribble											50
4. Stop											40
3. Scribble two seconds											30
2. Stop within one-half second											20
1. Scribble two seconds											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

1.6a

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On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Follows Instructions

Lesson Plan

Learning to start and stop is important for transitions throughout the day. Keep this lesson fun. Tell child, "When I say scribble, color until I say stop." Give child crayon and paper. Practice with different activities.

1. TELL the child, "(Name), scribble . . . stop."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10. Stop											100
9. Scribble											90
8. Stop											80
7. Scribble											70
6. Stop											60
5. Scribble											50
4. Stop											40
3. Scribble five seconds											30
2. Stop within one-half second											20
1. Scribble five seconds											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

1.6b

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Follows Instructions

Lesson Plan

Learning to start and stop is important for transitions throughout the day. Keep this lesson fun. Tell child, "When I say scribble, color until I say stop." Give child crayon and paper. Practice with different activities.

1. TELL the child, "(Name), scribble . . . stop."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10. Stop											100
9. Scribble											90
8. Stop											80
7. Scribble											70
6. Stop											60
5. Scribble											50
4. Stop											40
3. Scribble ten seconds											30
2. Stop within one-half second											20
1. Scribble ten seconds											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											1.6¢

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Safety
Academic Year:	Objective (skill): Stays in Play Area

Lesson Plan

Staying in a designated area is a safety priority. For each instance of leaving play area, tell child to stay in play area. Record instance on data sheet. Periodically praise the child for remaining in the activity area. Be sure to have fun, motivating toys and activities available in the play area. This will increase the liklihood of the child staying in the play area.

1. TELL the child, "(Name), stay in the play area, please."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
											0
Date -											
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

2.1

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Waits Quietly

Lesson Plan

It is important for children to sit quietly at times so that they can develop attending and participating skills. Reinforce other children for waiting appropriately.

1. TELL the child, "(Name), please wait quietly."
2. SHOW the child "(Name), please wait quietly like your friends."
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											2.3

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On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Safety
Academic Year:	Objective (skill): Walks in Classroom

Lesson Plan

Learning to walk in the classroom is an important safety skill that can generalize across a variety of settings.

1. TELL the child, "(Name), walk in the classroom, please."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											2.4

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Raises Hand

Lesson Plan

It is sometimes necessary for children to raise their hands before speaking or participating in classroom activities.

1. TELL the child, "(Name), raise your hand, please."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											2.5

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Speaks With "Indoor" Voice

Lesson Plan

It is important for children to use appropriate volume when they are speaking and playing indoors. This program can be used to monitor children speaking with an "indoor" voice.

☐ OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											2.6

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Plays Without Risk to Self/Others

Lesson Plan

One of the primary considerations with young children is their safety. If a child is endangering himself or others, first ensure the children's safety, and then guide or explain the appropriate behavior for the situation.

1. TELL the child, "(Name), we don't _____ at school. You need to _____ instead."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

3.1

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Plays Interactively

Lesson Plan

This observation system is designed to objectively review children's social interaction and play skills. Observe child for repeated ten-second intervals. Record type of play: M = play with materials, C = play with child(ren), A = play with adult(s), O = none of the above occurred. One trial = One ten-second interval. Observe ten intervals.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

3.2-3.7

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Takes Turns

Lesson Plan

Taking turns is a skill that is a prerequisite to sharing. Providing materials that require children to take turns gives them an opportunity to practice this skill.

1. TELL the child, "(Name), now it's Sam's turn. Give Sam the fishing pole."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											3.8

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Shares With Others

Lesson Plan

Sharing is a skill that is a prerequisite to more sophisticated social interactions. Catch children sharing and praise them for doing so.

1. TELL the child. "(Name), Sam would also like to play with the blocks. Give him some blocks, please."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											3.9

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Responds to Greeting

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. As child enters the classroom, ask, "How are you today?" and/or observe child's response to greetings from peers or teachers. This program can follow Adaptive Program 7.1 (Responds to greeting, "Hi.").

1. TELL the child, "(Name), how are you today?"
2. SHOW the child by repeating instruction, signing, and modeling response. (Say, "I'm fine.")
3. HELP the child by repeating and prompting, "Say, I'm fine."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct											%
10												100
9												90
8												80
7												70
6												60
5												50
4												40
3												30
2												20
1												10
Date												0
% Correct												
Initials												
Cumulative Correct Average												
Comments (on back)												

4.1-4.2

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Initiates Greeting

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. Observe child during free play or group instruction. Score correct if the child initiates the greeting spontaneously. Otherwise:

1. GO IMMEDIATELY TO SHOW.
2. SHOW the child, "(Name), what do we say when we come to school?"
3. HELP the child by saying, "(Name), say, 'Hi, how are you?'" (Can help to wave also.)
4. PRAISE the child by enthusiastically responding and telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

4.3-4.4

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Uses "Please"

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. Observe child during free play, group instruction, or snack. Score appropriate and inappropriate responses to events that require the use of "Please." Score correct if the child performs the skill spontaneously. See the Appendix, page 422, for an illustration of the sign for "Please."

1. GO IMMEDIATELY TO SHOW (after child makes request, but does not use "Please").
2. SHOW the child by saying, "(Name), say, 'Please'" (and show the correct sign).
3. HELP the child by repeating and gently guiding the sign for "Please."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											4.5

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Uses "Thank you."

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. Observe child during free play, group instruction, or snack. Score appropriate and inappropriate responses to events that require the use of "Thank you." Score correct if the child performs the skill spontaneously. See the Appendix, page 422, for an illustration of the sign for "Thank you."

1. GO IMMEDIATELY TO SHOW.
2. SHOW the child by saying, "(Name), say, 'Thank you'" (and show the correct sign).
3. HELP the child by repeating and gently guiding the sign for "Thank you."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											4.6

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Uses "I'm sorry."

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. Observe child throughout the day. Score appropriate and inappropriate responses to events that require response, "I'm sorry." Score correct if the child performs the skill spontaneously. See the Appendix, page 422, for an illustration of the sign for "I'm sorry."

1. GO IMMEDIATELY TO SHOW.
2. SHOW the child by saying, "(Name), say, 'I'm sorry'" (and show the correct sign).
3. HELP the child by repeating and gently guiding the sign for "I'm sorry."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											4.7

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Uses "Excuse me."

Lesson Plan

Carefully planned interactions may lead to spontaneous use of social skills. Observe child during free play, group instruction, or snack. Score appropriate and inappropriate responses to events that require the use of, "Excuse me." Score correct if the child performs the skill spontaneously. See the Appendix, page 422, for an illustration of the sign for "Excuse me."

1. GO IMMEDIATELY TO SHOW.
2. SHOW the child by saying, "(Name), say, 'Excuse me'" (and show the correct sign).
3. HELP the child by repeating and gently guiding the sign for "Excuse me."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3 Raises hand to interrupt											30
2 Says "Excuse me" to interrupt											20
1 Says "Excuse me" when child in way											10
											0
Date											
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											4.8

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Puts Away Materials

Lesson Plan

Independent clean-up and transition is a skill with lifelong value. Behavior can be taught directly or assessed through observation every ten seconds. Give instruction.

1. TELL the child, "(Name), time to put toys away and get ready for _____."
2. SHOW the child by repeating instruction and gesturing where the toy should go.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

5.1

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Lines Up

Lesson Plan

Lining up is a skill with lifelong value. Behavior can be taught directly or assessed through observation every ten seconds.

1. TELL the child, "(Name), line up, please."
2. SHOW the child by repeating instruction and gesturing to line.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											5.2

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Transitions Between Activities

Lesson Plan

Transitioning is a skill which is used throughout our lives. Behavior can be taught directly or assessed through observation only. In play area, instruct child to put materials away and go to _____ (e.g., circle). Then send child to the next activity (e.g., water table).

1. TELL the child, "(Name), it's time for _____, put the toys away."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Participates											40
3. Goes to next activity											30
2. Stands in line											20
1. Puts material away											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

5.3a

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Readily Transitions to Instructed Area

Lesson Plan

The ability to transition readily from one activity area to another when directed is an important academic and safety skill. Difficulties that children may experience with this skill can be eased by giving them a cue before they must go to the next activity. Have the children clean up the area and/or line up.

1. TELL the child, "(Name), it's time to go to _____. Go over there now."
2. SHOW the child by repeating instruction and gesturing in direction of designated area.
3. HELP the child by repeating and gently assisting the child to move toward the area.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

5.3b

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill): Transitions to Whole-Group Activity

Lesson Plan

Transitioning is a skill which is used throughout our lives. Instruct child to put materials away and stand in line, if needed. Send child to whole-group activity area. Observe child during group activity. Send child to next activity. Observe child's willingness to participate in new activity. Record child's transitions. This program can be adapted to meet specific classroom routines.

1. TELL the child, "(Name), it's time for whole group, put materials away and go to group area."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9. Participates in new activity											90
8. Walks to new activity											80
7. Stands in line											70
6. Attends and participates											60
5. Sits in chair											50
4. Does not stop or deviate											40
3. Goes to group activity area											30
2. Stands in line											20
1. Puts away materials											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

5.3.1

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Participates in Group Activity

Lesson Plan

In order to benefit from whole group activities, a child must learn to join the group, sit quietly, and participate. If children attend or participate inconsistently, use 6.1.3-6.1.4 to track progress.

1. TELL the child, "(Name), it's time for whole-group activity. Go to activity area."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6. Stays in group											60
5. Sits quietly											50
4. Participates											40
3. Attends throughout lesson											30
2. Sits independently											20
1. Goes directly to group											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

6.1

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional/Readiness
Academic Year:	Objective (skill): Attends and Participates

Lesson Plan

Some children have trouble learning in a group situation. This system permits close tracking of group learning abilities. Use two columns (A and P) each day. Observe child for momentary spot check at ten-second intervals. Score + for attending if child is watching the lesson. Score + for participating if child is actively trying to perform the target activity. Score 0 if child is not attending or participating. Score / if you are unable to see or determine the child's attention or participation. See pages 403-416 in the Index of Teaching Records for references to group learning skills.

[redacted] OBSERVATION ONLY

SCORING KEY: + = attending and/or participating 0 = not attending and/or participating / = Not Applicable	Attends/Participates										%
	A	P	A	P	A	P	A	P	A	P	
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
# Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

6.1.3-6.1.4

On Track Teaching Record

Student:	Annual Goal (domain): Social/Emotional
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name),

2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.

3. HELP the child by repeating and gently guiding the correct skill.

4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Responds to Greeting

Lesson Plan

In order to facilitate belonging to the group, it is desirable to greet others when entering the classroom. As child enters the classroom, say, "(Name), hi," and/or observe child's response to greetings from other teachers or peers.

1. TELL the child, "(Name), hi."
2. SHOW the child by repeating instruction, waving, or signing, (e.g., "Hi").
3. HELP the child by repeating instruction and gently physically assist to wave or sign, "Hi."
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											7.1

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Enters Classroom Independently (page 1 of 2)

Lesson Plan

Maximum independence should be encouraged during classroom entry, but close supervision is needed for safety reasons. Watch child when he first arrives. Skills can be taught directly or assessed through observation.

1. OBSERVATION ONLY or TELL the child, "(Name), please go to your locker."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
7.2-7.5 continued on following page.											100
9. Hangs up jacket											90
8. Removes jacket											80
7. Unfastens jacket											70
6. Puts hat away											60
5. Takes off hat											50
4. Puts mittens away											40
3. Takes off mittens											30
2. Goes to own locker											20
1. Enters											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

7.2-7.5

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Enters Classroom Independently (page 2 of 2)

Lesson Plan

See page 1 of 7.2-7.5.

1. OBSERVATION ONLY or TELL the child, "(Name), please take off your boots."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
19.											100
18.											90
17.											80
16.											70
15.											60
14. Goes to next activity											50
13. Ties/Velcros shoes											40
12. Puts on shoes											30
11. Puts boots away											20
10. Takes off boots											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

7.2-7.5 (cont.)

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On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Exits Classroom Independently (page 1 of 2)

Lesson Plan

Many children have trouble concluding their school day. Teaching children specific exit skills can be helpful. Observe the child preparing to leave.

1. TELL the child, "(Name), let's get ready to go."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
7.6-7.7 continued on following page.											100
											90
											80
7 Fastens coat											70
6 Puts on coat											60
5 Removes coat from locker											50
4 Puts on boots											40
3 Takes boots from locker											30
2 Removes shoes											20
1 Walks to locker											10
											0
Date											
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

7.6-7.7

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Exits Classroom Independently (page 2 of 2)

Lesson Plan

See page 1 of 7.6-7.7.

1. TELL the child, "(Name), let's get ready to go."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
17.											100
16.											90
15.											80
14.											70
13. Stands in line											60
12. Retrieves backpack / projects											50
11. Puts on mittens											40
10. Removes mittens from shelf											30
9. Puts on hat											20
8. Removes hat from shelf											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

7.6-7.7 (cont.)

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Puts on Coat Independently

Lesson Plan

Most of us learn to put our coats on one arm at a time. The overhead method described below is more simple for children to learn. Begin with teacher doing steps 1 through 4. Proceed with steps 5 through 7. After these steps have been mastered, add steps 1 through 4 and 8, as appropriate.

1. TELL the child, "(Name), put on your coat."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Fastens coat shut											80
7. Adjusts coat to fit											70
6. Lifts coat over head											60
5. Puts arms into sleeves											50
4. Places label towards self											40
3. Lays coat flat											30
2. Finds label											20
1. Gets coat											10
											0
Date											
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											7.6

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Uses Snack-Time Skills (page 1 of 2)

Lesson Plan

Snack time provides an excellent opportunity to use emerging adaptive, language, and motor skills. Observe child's snack-time skills. Assist as necessary.

1. OBSERVATION ONLY or TELL the child, "(Name), wash your hands."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct											%
8.0 continued on following page.												
10. Says "Please."												100
9. Waits without grabbing food												90
8. Raises hand to request												80
7. Indicates desired food by name												70
6. Indicates desired food by gesturing												60
5. Indicates "Yes" or "No" to offer												50
4. Waits quietly without touching items												40
3. Puts napkin on lap												30
2. Finds a chair												20
1. Washes/dries hands												10
Date												0
% Correct												
Initials												
Cumulative Correct Average												
Comments (on back)												
												8.0

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Uses Snack-Time Skills (page 2 of 2)

Lesson Plan

See page 1 of 8.0.

1. OBSERVATION ONLY or TELL the child, "(Name), say 'Thank you.'"
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
20. Puts away trash and materials											100
19. Leaves when excused											90
18. Uses napkin at least once											80
17. Uses utensil correctly											70
16. Eats only own food											60
15. Does not spill food or choke on it											50
14. Maintains lip closure while eating											40
13. Puts food on plate											30
12. Eats at a moderate rate											20
11. Says "Thank you"											10
											0
Date											
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

8.0 (cont.)

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Uses Bathroom Skills (page 1 of 2)

Lesson Plan

Independent bathroom skills are important in kindergarten. Note that child should have bladder control before going to bathroom independently. (See Teaching Record 9.1.5-9.1.6, Develops Bladder Control, for further explanation.) Be sure to coordinate this program with the family. Observe child's bathroom skills. Instruct if necessary.

1. OBSERVATION ONLY or TELL the child, "(Name), do you have to use the bathroom?"
2. SHOW the child by repeating instruction and signing.
3. HELP the child by repeating instruction, gently guiding when appropriate.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
9.1 continued on following page.											100
9. Wipes											90
8. Produces a product											80
7. Is clean and dry											70
6. Removes underwear											60
5. Removes pants											50
4. Unfastens clasps											40
3. Uses correct door											30
2. Walks directly to bathroom											20
1. Asks/indicates need											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

9.1

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Uses Bathroom Skills (page 2 of 2)

Lesson Plan

See page 1 of 9.1.

1. OBSERVATION ONLY or TELL the child, "(Name), pull up your underwear."
2. SHOW the child by repeating instruction and signing.
3. HELP the child by repeating and gently guiding when appropriate.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct											%
19												100
18												90
17												80
16. Returns to play / task												70
15. Dries hands												60
14. Washes hands												50
13. Flushes												40
12. Fastens all clasps												30
11. Pulls up pants												20
10. Pulls up underwear												10
												0
Date												
% Correct												
Initials												
Cumulative Correct Average												
Comments (on back)												

9.1 (cont.)

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Identifies Bathroom Signs

Lesson Plan

Preschools rarely have segregated bathrooms, but primary schools almost always do. This program requires printed cards and door signs so that children learn to recognize the appropriate door. Begin by taking child to bathroom. Hang cards on bathroom door. Instruct. If child is not consistently correct, provide practice with training cards as follows. Present both BOY and GIRL cards each trial. Alternate positions. Run ten trials rapidly. When child has mastered this, repeat process at bathroom door.

1. TELL the child, "(Name), which bathroom door do you use?" **or** "(Name), point to the bathroom door you use."
2. SHOW the child by repeating instruction and gesturing to BOY / GIRL sign.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

9.1.3

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Develops Bladder Control

Lesson Plan

It is easiest to develop bladder control if the child practices at home and at school. Offer lots of fluids throughout the day. The data sheet is designed in ten-minute intervals. It is up to the teacher's discretion to determine the length of time between intervals for each individual child and program. As toilet-training skills are established and the child gains control, time intervals may be lengthened.

1. Every 15 minutes/30 minutes/hour tell child "(Name), time to go potty," and ask child if she's wet or dry and have her check. Do not scold errors. Have child pull down pants and sit on potty chair for one minute or until she succeeds, whichever comes first. (The sound of running water sometimes helps.)
2. If child succeeds, clap, praise, and give reinforcement.
3. If child does not succeed, reset timer to have child feel pants at next interval.
4. Have child pull up pants, wash and dry hands, and return to activity.
5. At next interval, if dry, praise and give reinforcement. Repeat steps 1-4.
6. If not dry, have child take pants off, wipe self, put dirty clothes in laundry, all with **no praise or scolding** and minimal assistance. Then have child go to potty.

KEY: **D = Dry Pants/No Product in Toilet** **W = Wet Pants/Urinate in Toilet**
B = Bowel Movement in Pants or Toilet **I = Independent Toilet Use**

Time A.M.	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD
11:00										
11:15										
11:30										

Comments:

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9.1.5-9.1.6

On Track Toilet Training Data

KEY: D = Dry Pants/No Product in Toilet
B = Bowel Movement in Pants or Toilet
W = Wet Pants/Urinate in Toilet
I = Independent Toilet Use

Time A.M.	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD
8:30										
8:45										
9:00										
9:15										
9:30										
9:45										
10:00										
10:15										
10:30										
10:45										
11:00										
11:15										
11:30										

Comments:

9.1.5-9.1.6

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On Track Toilet Training Data

KEY: D = Dry Pants/No Product in Toilet
B = Bowel Movement in Pants or Toilet
W = Wet Pants/Urinate in Toilet
I = Independent Toilet Use

Time P.M.	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD
12:15										
12:30										
12:45										
1:00										
1:15										
1:30										
1:45										
2:00										
2:15										
2:30										
2:45										
3:00										
3:15										

Comments:

9.1.5-9.1.6

BEST COPY AVAILABLE

On Track Toilet Training Data

KEY: D = Dry Pants/No Product in Toilet
B = Bowel Movement in Pants or Toilet
W = Wet Pants/Urinate in Toilet
I = Independent Toilet Use

Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD

Comments:

9.1.5-9.1.6

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Uses Tissue

Lesson Plan

Blowing nose and covering mouth when coughing or sneezing are important health-related skills. If child has a cough or needs to blow nose, give instruction as appropriate. If you observe this behavior at any time, record child's performance.

1. TELL the child, "(Name), get a tissue."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5. Covers mouth when coughing or sneezing											50
4. Throws tissue away											40
3. Wipes nose with tissue											30
2. Blows nose											20
1. Gets a tissue											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

9.2.2-9.2.7

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Drinks From Fountain

Lesson Plan

Drinking fountains are a common fixture in primary schools. It is important that children learn to use them independently. Ask child if she would like a drink. Prompt her to go to drinking fountain. After drinking, have child return to previous area. If you observe this behavior at any time, record child's performance.

1. TELL the child, "(Name), go to the drinking fountain."
2. SHOW the child by repeating instruction and demonstrating correct use of fountain.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6. Returns to previous area											60
5. Doesn't cough or choke when drinking											50
4. Drinks without touching faucet											40
3. Turns on water fully											30
2. Goes to fountain											20
1. Asks to go to fountain											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

9.2.8

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	**Objective (skill): Obeys Traffic Rules**

Lesson Plan

Children need to recognize common traffic signs for personal safety. Observe child's recognition of common traffic signs and ability to follow safety procedures in the classroom and on outings. If instruction seems necessary, proceed as follows. Provide additional practice through games and on outings. Obtain safety cards.

1. TELL the child, "(Name), what do you do before you cross the street?" **or** "What do you do when you see this sign?" **or** "Point to the _____ sign."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8. Exit (response-leave)											80
7. Don't walk (response-don't walk)											70
6. Walk (response-walk)											60
5. Green light (response-go)											50
4. Yellow light (response-wait)											40
3. Red light (response-stop)											30
2. Stop sign (response-stop)											20
1. Crosses street (response-looks)											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											10.1

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill): Moves Safely

Lesson Plan

The ability to move without bumping into objects or tripping is important for safety. Make sure classroom has wide walkways and is clear of dangerous objects and obstacles. If child has difficulty moving around, remind him to go slowly and look where he is going.

1. TELL the child, "(Name), look in front of you."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2. Walks without tripping											20
1. Walks without bumping											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

10.2-10.3

BEST COPY AVAILABLE

On Track Teaching Record

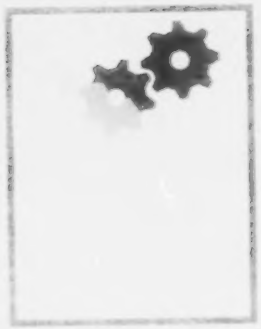
Student:	Annual Goal (domain): Adaptive
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name), . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

BEST COPY AVAILABLE



Communication

Because young children with disabilities frequently have accompanying language delays, most special education preschools emphasize the development of communication and language skills. As the basis of a child's social, emotional, and cognitive development, language use in the classroom is extremely important. The communication assessment and teaching records found in the *On Track* Program address strategies and recordkeeping systems to facilitate and promote language, as well as to monitor progress. They are not intended to supplant services of a qualified speech/language pathologist.

Typically, a child will receive individual therapy sessions with a speech and language clinician. Through close cooperation and planning with the speech clinician, the classroom teacher then is able to provide additional practice opportunities during daily classroom activities. Children with special needs require immersion in language to have enough opportunities to practice communicating. Because it is easy to be less interactive with children who do not respond, it is important to remember that they may need even more opportunities in which their intent to communicate is recognized and responded to appropriately.

In facilitating language, child motivation is a key factor. It is difficult for some children to make the effort to communicate or speak. As the child experiences success for attempting to interact communicatively, it is probable that he will continue to make the effort. Watch the child closely. Initially, a child may be able to make eye contact only briefly, reach toward an object, or gaze at a person or object for a second or two. If the teacher is aware of those attempts to interact, they may be encouraged with a smile, hug, or desired object.

Additionally, it is important to wait for a response. Some children may take several seconds to process what the teacher is asking, and then take several more seconds to attempt some communication. Waiting for a response signals that it is time for the child to make an attempt, and also says that she is important.

It is critical in facilitating communication to follow the child's lead. If the child expresses an interest in anything, that's the point where a strategy may begin. One effective technique is simply to describe what the child is doing. If the child is feeding a baby doll, the teacher might say, "Your baby doll looks very hungry. Yum, yum! That tastes good!" Talking gives the child words to use, which will increase his receptive vocabulary. This will also teach the child that communication is fun and worth the effort.

As much as possible, keep the number of words in a sentence at a level slightly more advanced than the child's vocabulary level. If the child is completely nonverbal, keep sentences short and simple. In the example above, you might say, "Baby . . . . Yum, yum." This sounds artificial and is difficult to get used to doing, but it is effective. For children with delays in processing, fewer words are much easier to understand. It also may be helpful to accompany words with sign language. Presenting a sign with a verbalization gives the child visual information.

Generally, language in young children with disabilities begins with communicative intent, proceeds from simple to complex requests and commentary, and eventually involves more abstract forms. Usually, receptive skills (comprehension) precede expression; children may understand concepts before they can describe them. Many young children with disabilities use augmented communication systems (sign, symbol, or computer-assisted). Consequently, the services of a speech/language pathologist are crucial.

The *On Track* program provides some suggested activities that may enhance communicative competence. Data collection instruments to track children in the absence of the speech pathologist are also provided.

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Identifies Familiar Objects (Receptive)

Lesson Plan

Children need to be able to identify personal possessions and familiar objects. Choose words based upon the child's IEP. Add words as mastery occurs.

1. TELL the child, "(Name), touch/show me/give me the _____ (e.g., truck)."
2. SHOW the child by repeating instruction and gesturing toward the specified object.
3. HELP the child by gently guiding the child's hand to touch the correct object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

11.1

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On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Labels Familiar Objects (Expressive)

Lesson Plan

To encourage language development, children can begin by labeling objects which are familiar to them. Place objects on table in front of child. Begin with two familiar objects, then add objects as mastery occurs.

1. TELL the child, "(Name), what is this?"
2. SHOW the child "(Name), this is a _____. What is this?"
3. HELP the child by repeating instruction and gently guide the child's hand to sign the name or touch to object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

11.2

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Gives Own Name When Requested

Lesson Plan

Children need to learn to say their own names for safety purposes and social interaction.

1. TELL the child, "What is your name?"
2. SHOW by telling the child, "Your name is (Name). What is your name?"
3. HELP the child by repeating and helping the child to sign name.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											11.3

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Requests Desired Objects

Lesson Plan

Children need to independently request items they desire. It is important to be sensitive to communication signals. For example, children may use a verbal request, vocalization, eye gaze, or body movement. Present objects to the child, beginning with two objects.

1. TELL the child, "(Name), what would you like?"
2. SHOW the child, for example, "(Name), what would you like, the cookie or the juice?"
3. HELP the child by repeating instruction and gently assisting the child to indicate with the appropriate signal. Give child object and name the object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											11.4

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Requests Desired Activities

Lesson Plan

It is important for children to select activities they prefer. Present the child with two verbal choices or picture cards that represent choices.

1. TELL the child, "(Name), what would you like to do?"
2. SHOW the child (for example), "(Name), what would you like to do, color or play with blocks?"
3. HELP the child by repeating instruction and gently assisting child to indicate choice.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											11.5

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Converses With Adults or Peers

Lesson Plan

It is important to track the use of newly acquired language skills during naturally occurring opportunities. Observe child with adults and/or peers at different times during the day.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Initiates with peers											40
3. Responds to peers											30
2. Initiates with adults											20
1. Responds to adults											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

11.6-11.9

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A Language Sample sheet is provided on the following page. In accordance with the child's IEP, this sheet may be used to record the emergence of new words and new vocabulary concepts, the phonetic pronunciation of words spoken, and the contexts in which they occur. It can also serve as a means to monitor progress. The form is a useful way to provide the speech clinician, families, and others with a list of words used at school.

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On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill):
Observer:	Date:

Language Sample	**Context** **(Activity, Interactions, Start and Stop Time)**

Total number of words:	Total number of statements:
Average number of words per statement:	Total number of minutes:

11.10-11.11

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill): Increases Expressive Language

Lesson Plan

Facilitating communicative competence is important for all children. This program helps track the use of language across different activities and settings. Count and record the number of words spoken. Indicate whether the words were a response (R) or were spontaneous (S), and record the number of words spoken (3R or 3S). Calculate the average number for each category. For Language Sample, record child's words. See 11.10-11.11.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct											**%**
	e.g.											
10.	2R											100
9.	1S											90
8.	1S											80
7.	4S											70
6.	2R											60
5.	1R											50
4.	2S											40
3.	1S											30
2. Number of words in spontaneous utterance	1S											20
1. Number of words in responsive utterance	3R											10
Date												0
% Correct												
Initials												
R average	1.8											
S average	2											
												11.11

On Track Teaching Record

Student:	Annual Goal (domain): Communication
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name), . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Body Parts (page 1 of 2)

Lesson Plan

Self-awareness often begins with the ability to receptively identify body parts. This program is most effectively taught as a game (e.g., Simon Says).

1. TELL the child, "(Name), touch your ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
12.1 continued on following page.											100
9. Finger											90
8. Foot											80
7. Hand											70
6. Leg											60
5. Arm											50
4. Ears											40
3. Eyes											30
2. Nose											20
1. Head											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.1

117

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Body Parts (page 2 of 2)

Lesson Plan

See page 1 of 12.1.

1. TELL the child, "(Name), touch your ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
19.											100
18.											90
17. Knee											80
16. Waist											70
15. Shoulder											60
14. Ankle											50
13. Elbow											40
12. Chin											30
11. Jaw											20
10. Toes											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.1 (cont.)

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Colors Receptively

Lesson Plan

Color identification is a skill required at the beginning of the kindergarten year. Bring red, blue, yellow, green, purple, and orange objects to the child. Present a variety of objects in each color. Add additional colors as appropriate. See the Appendix, page 424, for an illustration of the sign for selected colors.

1. TELL the child, "(Name), touch the _____ (color) one."
2. SHOW the child by repeating instruction, signing, and gesturing to correct object.
3. HELP the child by repeating and gently guiding to the correct object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6. Orange											60
5. Purple											50
4. Green											40
3. Yellow											30
2. Blue											20
1. Red											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.2a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Colors Expressively

Lesson Plan

Color identification is a skill required at the beginning of the kindergarten year. Receptive skills are usually acquired before expressive. Present colored objects to child. Give instruction varying the order the colors are presented. This program is used after 12.2a has reached mastery level. See the Appendix, page 424, for an illustration of the sign for selected colors.

1. TELL the child, "(Name), what color is this?"
2. SHOW the child by repeating instruction, signing, and gesturing to correct object.
3. HELP the child by repeating and gently guiding the child to sign the color and touch the object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6. Orange											60
5. Purple											50
4. Green											40
3. Yellow											30
2. Blue											20
1. Red											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.2b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Basic Shapes Receptively

Lesson Plan

Shape identification is a skill required at the beginning of the kindergarten year. Provide shapes and instruct. As child masters one shape, add an additional shape until all are mastered.

1. TELL the child, "(Name), touch the _____."
2. SHOW the child by repeating instruction and gesturing to correct object.
3. HELP the child by repeating and gently guiding the child to sign the shape and touch the object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.3a

121

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Basic Shapes Expressively

Lesson Plan

Shape identification is a skill required at the beginning of the kindergarten year. Provide shapes and instruct. Vary the order in which the shapes are presented. This program is used after 12.3a has reached mastery level.

1. TELL the child, "(Name), what shape is this?"
2. SHOW the child by repeating instruction and gesturing to correct object.
3. HELP the child by repeating and gently guiding the child to sign the shape and touch the object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
# Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.3b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Matches Objects

Lesson Plan

The ability to match is a prerequisite to most memory-related skills. Obtain three objects, two of which are identical. Place one of the matched objects on the table. Show the remaining two objects and give instruction. As child succeeds, add additional matched and unmatched items.

1. TELL the child, "(Name), show me the one that's the same."
2. SHOW the child by repeating instruction, gesturing to correct object.
3. HELP the child by repeating and gently guiding to correct object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.4.1a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Matches Objects With Delay

Lesson Plan

Delayed matching requires the child to use her memory. Obtain three objects, two of which are identical. Place one of the matched objects on the table. After the child looks at it for five seconds, hide the object. Show child remaining two objects and give instruction. Increase the interval that the object is hidden and add objects as the child succeeds.

1. TELL the child, "(Name), show me the one that's the same."
2. SHOW the child by repeating instruction, and eliminate five-second delay.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.4.1b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Matches Objects to Pictures

Lesson Plan

Symbolic representation is a prerequisite to learning future academic skills. Obtain three to five objects with matching pictures. Present one object, then show a picture that matches the object along with one that doesn't. Give instruction. As the child succeeds, increase the number of picture/object combinations.

1. TELL the child, "(Name), show me the one that's the same."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.4.2

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Differences

Lesson Plan

Once a child has mastered matching, discrimination is refined by learning to identify differences. This is an important prerequisite skill for reading. Obtain three objects/pictures, two of which are identical. Place one of the matched objects on the table, show the remaining two objects, and give instruction. As child succeeds, add additional matched and unmatched items. Invite the child to tell how items are different.

1. TELL the child, "(Name), show me the one that's different."
2. SHOW the child by repeating instruction and gesturing to correct object.
3. HELP the child by repeating and gently guiding to correct object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.4.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Matches Similar Pictures

Lesson Plan

Identifying similar items is more complex than identifying identical items. Obtain three pictures (e.g., tricycle, bicycle, and an apple). Place one similar picture on the table. Show the remaining pictures and give instruction. As child succeeds, add additional similar and dissimilar pictures. Invite the child to tell you why they are similar. For preschool children, pick two items that are very similar and a third item that is very different.

1. TELL the child, "(Name), show me the one that's like this one."
2. SHOW the child by repeating instruction and gesturing to correct picture.
3. HELP the child by repeating and gently guiding to correct picture.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.4.4

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Coins Receptively

Lesson Plan

Coin identification is an important prerequisite to understanding money concepts. Present coins one at a time. Instruct. When child has mastered one, add another. Vary order of instruction.

1. TELL the child, "(Name), touch the ."
2. SHOW the child by repeating instruction and gesturing to correct coin.
3. HELP the child by repeating and gently guiding to the correct coin.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4 Quarter											40
3 Dime											30
2 Nickel											20
1 Penny											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.5a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Coins Expressively

Lesson Plan

Coin identification is an important prerequisite to understanding money concepts. Present two or more coins to child. Instruct as you point to one coin. This program is used after 12.5a is mastered.

1. TELL the child, "(Name), what is this coin?"
2. SHOW the child by repeating instruction and gesturing to correct coin.
3. HELP the child by repeating and gently guiding to the correct coin.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Quarter											40
3. Dime											30
2. Nickel											20
1. Penny											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.5b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Counts by Rote

Lesson Plan

Rote counting precedes more functional counting. Provide a number of opportunities for children to practice counting (e.g., counting games, fingerplays, songs, counting steps, counting books, etc.). See the Appendix, page 425, for an illustration of the sign for selected numbers.

1. TELL the child, "(Name), let's count."
2. SHOW the child by repeating instruction and saying first few numbers.
3. HELP the child by repeating and having child repeat each number after you.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.8.1

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Counts With Correspondence

Lesson Plan

Counting with one-to-one correspondence is an important skill used throughout the day. Obtain a small number of objects. Place one object in front of child. Give instruction. In order to be correct, the child must count each item as he touches it. As mastery occurs, teach the next highest number. After complete mastery has occurred, vary order for review. Reinforce skill by practicing throughout the day, during different activities. See the Appendix, page 425, for an illustration of the sign for selected numbers.

1. TELL the child, "(Name), count the object(s), please."
2. SHOW the child by repeating instruction and pointing to the objects.
3. HELP the child by repeating and gently guiding him to slowly touch the objects while counting together.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.8.2

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Counts With Displacement

Lesson Plan

Rote counting and counting with correspondence contribute to counting with displacement, a functional skill which is a precursor to basic math skills. Place a number of objects in front of child. Begin by asking for items sequentially. Vary order as mastery occurs. In order to be correct, child must give you the requested number of items. If child has trouble with this skill, work on counting with correspondence (12.8.2).

1. TELL the child, "(Name), give me _____ (number of) objects, please."
2. SHOW the child by repeating instruction and pointing to the objects.
3. HELP the child by repeating and gently guiding her to slowly touch the objects while counting together.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.8.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Numerals Receptively

Lesson Plan

There is some controversy concerning teaching number skills to preschoolers. However, these skills do lead to success with symbol systems. Obtain a variety of materials showing numerals. Display numerals to child and instruct. Vary type of materials daily (e.g., number cards, plastic numbers, sand paper numbers, etc.). Start with a small set of numerals and add new items as the child succeeds. Drill and practice is not recommended for this skill. When children show interest in numeral identification, it can be taught in a game format. See the Appendix, page 425, for an illustration of the sign for selected numbers.

1. TELL the child, "(Name), touch the number ___."
2. SHOW the child by repeating instruction, signing, and gesturing to correct number.
3. HELP the child by repeating and gently guiding to correct number.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.9.1a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Numerals Expressively

Lesson Plan

Being able to expressively identify numbers is useful in teaching telephone numbers, addresses, and dialing 911. Obtain a variety of materials showing numerals. Display to child. Vary types of materials used daily (e.g., number cards, plastic numbers, sandpaper numbers, etc.). This program is used after child can identify numerals receptively (12.9.1a). Additionally, when this program is mastered it can be used to complement counting with displacement (12.8.3). See the Appendix, page 425, for an illustration of the sign for selected numbers.

1. TELL the child, "(Name), what number is this?"
2. SHOW the child by repeating instruction, signing and gesturing to correct numeral.
3. HELP the child by repeating and gently guiding the child to sign and touch the numeral.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.9.1b

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On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Recites Home Phone Number

Lesson Plan

Being able to recite a home phone number is important for safety in school and elsewhere. Teach only one digit per day. Chain the numbers by adding a new number as the child succeeds (e.g., if child's number is 253-6749, begin with 2, then 2 and 5, then 2, 5, and 3, etc.). See the Appendix, page 425, for an illustration of the sign for selected numbers.

1. TELL the child, "(Name), what's your phone number?"
2. SHOW the child by repeating instruction and signing number.
3. HELP the child by repeating and gently guiding the child to sign the number.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.9.2

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Traces Numerals

Lesson Plan

Tracing numerals strengthens previously learned number skills. Drill and practice is not recommended for this skill, but when children show interest, numeral tracing can be taught through a game format. Provide predrawn numbers on paper. Instruct child. (A number page can be created and then laminated or placed in a slipcover to be reused with a water-based marker.)

1. TELL the child, "(Name), trace the number."
2. SHOW the child by repeating instruction and demonstrating or signing.
3. HELP the child by repeating and gently guiding tracing the number.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.9.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Copies Numerals

Lesson Plan

Copying numerals strengthens visual-motor integration. Use a variety of mediums (e.g., pencils, markers, paint, chalk, sawdust, etc.). Sit next to the child and draw the numeral while she is watching. Instruct.

1. TELL the child, "(Name), copy the number ."
2. SHOW the child by repeating instruction and demonstrating or signing.
3. HELP the child by repeating and gently guiding copying the number.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.9.4

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Recognizes Written Name

Lesson Plan

Teaching children to recognize their names is important for self-identity. First teach name recognition naturalistically by showing the child his name in various places in the classroom (e.g., on locker, lunch box, helper chart, etc.). If this is not effective, teach more directly as follows: Obtain children's name cards. Present cards and instruct. If consistent errors occur (e.g., Tim vs. Tom), use a marker to highlight distinctive cues. Increase the number of cards presented as mastery occurs.

1. TELL the child, "(Name), point to the card with your name on it."
2. SHOW the child by repeating instruction and gesturing to correct name card.
3. HELP the child by repeating and gently guiding to the correct name card.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.10.1

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Letters Receptively

Lesson Plan

Teaching children to identify letters might increase interest in symbol systems. When children are interested, the teacher might choose to pair letters with their sounds. Obtain a variety of letter materials (e.g., printed letters, sandpaper letters, letters drawn in cornmeal, three-dimensional letters, computer programs, etc.). Present letters and give instructions, beginning with the letters in the child's name. If child shows interest, add other letters once name is mastered. See the Appendix, page 421, for an illustration of the sign for each letter.

1. TELL the child, "(Name), touch letter ___."
2. SHOW the child by repeating instruction, signing, and gesturing to the correct letter.
3. HELP the child by repeating and gently guiding to the correct letter.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.10.2a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Letters Expressively

Lesson Plan

Identifying letters expressively can help promote an interest in reading. This can be practiced in game format. Obtain a variety of letter materials (e.g., printed letters, sandpaper letters, letters drawn in cornmeal, three-dimensional letters, computer programs, etc.). Present letters in varying order and give instruction. This program is used after the child successfully identified some letters receptively (12.10.2a). See the Appendix, page 421, for an illustration of the sign for each letter.

1. TELL the child, "(Name), what letter is this?"
2. SHOW the child by repeating instruction, signing and gesturing towards correct letter.
3. HELP the child by repeating and gently guiding to sign and touch the correct letter.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.10.2b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Traces Letters

Lesson Plan

Tracing letters strengthens visual-motor integration and is a precursor to printing name. Provide pre-drawn letters on paper. Begin with the letters in the child's name. Drill and practice is not recommended for this skill, but when children show interest, tracing letters can be taught through a game format. Instruct child. (A letter page can be created and then laminated or placed in a slipcover to be used with a water-based marker.)

1. TELL the child, "(Name), trace the letter."
2. SHOW the child by repeating instruction and demonstrating tracing the letter.
3. HELP the child by repeating and gently guiding the tracing.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.10.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Copies Letters

Lesson Plan

Copying letters strengthens visual-motor integration and is a precursor to writing. Use a variety of mediums (e.g., pencils, markers, paint, chalk, sawdust, etc.). Sit next to the child and draw the letter while he is watching. Instruct.

1. TELL the child, "(Name), copy the letter ____."
2. SHOW the child by repeating instruction and gesturing, demonstrating.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

12.10.4

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Uses Classroom Materials

Lesson Plan

Kindergarten classrooms typically require children to use classroom materials correctly. Periodically check for adequate development of materials-handling skills during routine activities. Teach specific skills directly only when skill development is delayed. Consult with an occupational therapist as needed.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Play-Doh/clay											80
7. Paint/brush											70
6. Glue/paste											60
5. Crayon											50
4. Book											40
3. Scissors											30
2. Pencil											20
1. Paper											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											13.0

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Uses Scissors

Lesson Plan

Using scissors strengthens visual-motor integration. Obtain paper of various widths. Have child cut across thin strips first. With success, increase the width of the strips and the length of the cuts. Use handi-squeeze or double-hand scissors if needed.

1. TELL the child, "(Name), cut the paper."
2. SHOW the child by repeating instruction and gesturing and demonstrating cutting.
3. HELP the child by repeating and physically assisting the child to cut.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											13.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Increases Attention Span

Lesson Plan

Attending skills are learned naturally during all activities throughout the school year. At times children need extra assistance. This program is a tool for diagnosis and documentation. Monitor child at different times during the day and throughout the school year. Provide interventions as needed.

1. GO IMMEDIATELY TO SHOW.
2. SHOW the child by instructing the child to attend to task, then demonstrating how.
3. HELP the child by repeating instruction and gently guiding attending.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9. Completes task											90
8. Follows directions											80
7. Interacts appropriately with peers											70
6. Remains in area											60
5. Persists for ten minutes											50
4. Persists for five minutes											40
3. Persists for two minutes											30
2. Persists for one minute											20
1. Initiates task											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											14.0

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Shape

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain six objects, three of one shape and three of another (e.g., three squares and three circles). Mix them up on the table. Show child the objects and give instruction. Increase the number of shapes as mastery occurs.

1. TELL the child, "(Name), sort the shapes."
2. SHOW the child by repeating instruction, signing, and separating the same shapes.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.1a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Shape

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain nine objects (e.g., three squares, three circles, three triangles). Mix them up on the table. Show child the objects and give instruction.

1. TELL the child, "(Name), sort the shapes."
2. SHOW the child by repeating instruction, signing, and separating the same shapes.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.1b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Shape

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain 12 objects (e.g., three squares, three circles, three triangles, three rectangles). Mix them up on the table. Show child the objects and give instruction.

1. TELL the child, "(Name), sort the shapes."
2. SHOW the child by repeating instruction, signing, and separating the same shapes.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.1c

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Shape

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain 15 objects (e.g., three squares, three circles, three triangles, three rectangles, three diamonds). Mix them up on the table. Show the child the objects and give instruction.

1. TELL the child, "(Name), sort the shapes."
2. SHOW the child by repeating instruction, signing, and separating the same shapes.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5. Diamond											50
4. Rectangle											40
3. Triangle											30
2. Square											20
1. Circle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.1d

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Color

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain 18 objects, three of each color. Present all three objects of two colors (e.g., three red and three blue). Upon mastery, add one color at a time until all six are presented together.

1. TELL the child, "(Name), put all of the (red) ones together."
2. SHOW the child by repeating instruction, signing, and separating colors.
3. HELP the child by repeating and gently guiding the correct color.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6. Orange											60
5. Purple											50
4. Green											40
3. Yellow											30
2. Blue											20
1. Red											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.2

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Size

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain six like objects, three small and three large (e.g., three small red blocks and three large red blocks). Instruct.

1. TELL the child, "(Name), sort the objects."
2. SHOW the child by repeating instruction and separating the large and small objects.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2 Large											20
1 Small											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.3a

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On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sorts Objects by Size

Lesson Plan

This program increases the child's ability to create sets based on physical attributes. Obtain nine like objects, three small, three medium, and three large (e.g., three small, three medium, and three large red blocks). Instruct.

1. TELL the child, "(Name), sort the objects."
2. SHOW the child by repeating instruction and separating the small, medium, and large objects.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3. Large											30
2. Medium											20
1. Small											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.1.3b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Demonstrates Concepts (page 1 of 2)

Lesson Plan

This skill builds visual-spatial awareness. Obtain a block and box, hard ball and a foam ball, and other representational materials. Give instructions. Vary the order of instructions.

1. TELL the child, "(Name), put the block in/on/under the box." **or** "(Name), show me the _____ one."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
19.4 continued on following page.											100
9. Cold											90
8. Hot											80
7. Light											70
6. Heavy											60
5. Little											50
4. Big											40
3. Under											30
2. On											20
1. In											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											15.4

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Demonstrates Concepts (page 2 of 2)

Lesson Plan

See page 1 of 15.4.

1. TELL the child, "(Name), show me the _____ one." (Adapt for concept as appropriate.)
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
19.											100
18.											90
17.											80
16. After											70
15. Before											60
14. Yesterday											50
13. Tomorrow											40
12. Today											30
11. Slow											20
10. Fast											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

15.4 (cont.)

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Recalls Familiar Objects

Lesson Plan

Recalling familiar objects requires well-developed memory and cognitive skills. Obtain a small set of objects familiar to the child (e.g., pencil, shoe, hat, glove, eraser, toy). Hide the set and remove one object. Present remaining set and instruct. Repeat procedure, removing a different object. As the child succeeds, present larger numbers of objects and remove more than one at a time.

1. TELL the child, "(Name), tell me the one that is missing."
2. SHOW the child by repeating entire lesson plan procedure and instruction.
3. HELP the child by repeating instruction and presenting object in view but apart from other objects.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Recalls four objects											80
7. Recalls four objects											70
6. Recalls three objects											60
5. Recalls three objects											50
4. Recalls two objects											40
3. Recalls two objects											30
2. Recalls one object											20
1. Recalls one object											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											16.1

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On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Recalls Facts From a Story

Lesson Plan

Recalling facts from a story requires well-developed memory and cognitive skills. During circle or center time, read a short, entertaining story. Ask simple factual questions that will require one to three word responses. Record answers as correct or incorrect on the following chart. Specific questions and responses can be recorded on the Question and Answer Recording Sheet (16.2b).

Question Trials	TYPE OF RESPONSE: + = Correct Response – = Incorrect Response										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

16.2a

On Track Teaching Record

Question and Answer Recording Sheet		
Student:	Annual Goal (domain): Cognitive	
Academic Year:	Objective (skill): Recalls Facts From a Story	
Name of Story:	Date:	
Page	**Question**	**Answer**

16.2b

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Identifies Missing Parts

Lesson Plan

Identifying missing parts requires well-developed expressive language, memory, and cognitive skills. Obtain a variety of pictures that have key elements missing (e.g., a car without tires). Present cards individually. Ask what is missing.

1. TELL the child, "(Name), what's missing?"
2. SHOW the child by repeating instruction and gesturing to missing part(s).
3. HELP the child by repeating instruction, telling the missing part, and asking child to repeat or gesture.
4. PRAISE the child by enthusiastically telling what was correct.

Missing Item Trials	TYPE OF RESPONSE: + = Correct Response − = Incorrect Response										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											16.3

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sequences Objects by Size

Lesson Plan

Sequencing is a form of sorting that requires comparisons of complex physical attributes and relationships. Obtain a number of like objects, ranging in size from small to large. Instruct. You may invite the child to tell you how the objects differ.

1. TELL the child, "(Name), put these in order."
2. SHOW the child by repeating instruction and showing how.
3. HELP the child by repeating instruction and helping to arrange the sequence.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Sequences five objects by size											40
3. Sequences four objects by size											30
2. Sequences three objects by size											20
1. Sequences two objects by size											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

17.1.1

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Sequences Pictures

Lesson Plan

Sequencing is a form of sorting that involves making inferences about cause and effect relationships. Select, create, or photograph a series of three or more sequential events familiar to the child. Present to child and instruct. Increase the number of pictured events as child succeeds.

1. TELL the child, "(Name), put these in order."
2. SHOW the child by repeating instruction and showing how.
3. HELP the child by repeating instruction and helping to arrange the sequence.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Sequences five pictures											40
3. Sequences four pictures											30
2. Sequences three pictures											20
1. Sequences two pictures											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

17.1.2-17.1.3

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On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Recognizes and Repeats Pattern

Lesson Plan

Patterning contributes to memory and reading skills. Children should experience visual, auditory, and kinesthetic patterning opportunities throughout the day. Obtain a set of like objects with different attributes (e.g., small red and blue blocks). Display a repeating pattern (e.g., red, blue, red, blue). Give child two objects (e.g., one red and one blue block). Instruct. Invite child to explain the pattern.

1. TELL the child, "(Name), what comes next?"
2. SHOW the child by repeating instruction, verbalizing pattern, and showing pattern extension.
3. HELP the child by repeating instruction, verbalizing pattern, showing pattern extension, and gently guiding child to place the object in the pattern.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10											100
9											90
8											80
7											70
6											60
5											50
4											40
3											30
2											20
1											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

17.1.4

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Answers Logic Questions

Lesson Plan

This program involves higher order reasoning and judgment of functional relationships. The following is a hierarchy of logic questions. A blank teaching record is provided on the following page for recording different questions and answers of interest to your student. There may be no single correct response. When the child or children are engaged in other activities, ask some questions similar to the ones below. It may prove valuable to repeat questions at different times of the year to track progress. Record questions and answers on page 293.

Logic Questions (Examples)	**TYPE OF RESPONSE:** + = Correct Response – = Incorrect Response										**%**
10. Why do we have books?											100
9. Why do we have coats?											90
8. Why do we have stoves?											80
7. Why do we have beds?											70
6. What do you do when your hands are dirty?											60
5. What do you do when you cut your finger?											50
4. What do you do when you're sick?											40
3. What do you do when you're cold?											30
2. What do you do when you're sleepy?											20
1. What do you do when you're hungry?											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

17.2a

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Answers What and Why Questions

Lesson Plan

This program involves higher order reasoning and judgment of functional relationships. Sheet 17.2c is provided for recording different questions of interest to your student. There may be no single correct response. When the child or children are engaged in other activities, ask some questions and record responses, if desired. It may prove valuable to repeat questions at different times of the year to track progress.

Logic Question	TYPE OF RESPONSE: + = Correct Response – = Incorrect Response										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

17.2b

On Track Teaching Record

Question and Answer Recording Sheet	
Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill): Answers What and Why Questions
Name of Story:	Date:

Question	Answer

17.2c

On Track Teaching Record

Student:	Annual Goal (domain): Cognitive
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name), . . ."
2. SHOW the child
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Uses Slide

Lesson Plan

While most children enjoy the thrill of sliding a great deal, it can be a dangerous activity. During recess, observe slide use and monitor safety. If skill deficit is apparent, give instruction and provide physical assistance while child climbs up and slides down the slide.

1. TELL the child, "(Name), let's go slide."
2. SHOW the child by repeating, gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Moves from bottom of slide quickly											80
7. Stands up immediately											70
6. Slides feet first											60
5. Does not slide down until way is clear											50
4. Does not stop before reaching top											40
3. Uses both hands to climb											30
2. Climbs when ladder is clear											20
1. Walks to ladder											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											18.1

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Rides Tricycle

Lesson Plan

Riding a tricycle often encourages social interaction. During recess, observe tricycle use and monitor safety. If skill deficit is apparent, give instruction and provide physical assistance while child rides tricycle. Adapting tricycle pedals with Velcro straps may help children learn to pedal.

1. TELL the child, "(Name), let's go ride the tricycle."
2. SHOW the child by repeating, gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9. Gets off tricycle											90
8. Rides without crashing											80
7. Turns right without hitting objects											70
6. Turns left without hitting objects											60
5. Pedals complete revolutions											50
4. Both feet on pedals											40
3. Both hands on grips											30
2. Sits on seat											20
1. Gets on tricycle											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

18.2

BEST COPY AVAILABLE

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Swings

Lesson Plan

Swinging provides important vestibular stimulation, as well as social interaction. During recess observe swinging and monitor safety. If skill deficit is apparent, give instruction and provide physical assistance while child swings. Use adapted swings for children who have problems with trunk control or who cannot grip safely.

1. TELL the child, "(Name), let's go play on the swing."
2. SHOW the child by repeating, gesturing, and demonstrating.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Avoids moving swings											80
7. Gets off swing when slow											70
6. Drags feet to stop											60
5. Pumps feet back											50
4. Pumps feet front											40
3. Holds on with both hands											30
2. Gets on swing											20
1. Waits turn											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											18.3

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Rolls, Throws, and Catches

Lesson Plan

Playing with balls facilitates hand-eye, visual-motor, and turn-taking skills. Provide various types of balls (playground, beach, foam rubber) and observe.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Catches thrown ball											40
3. Throws											30
2. Catches rolled ball											20
1. Rolls ball											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											18.4

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Uses Stairs

Lesson Plan

Stair use contributes to the development of independence and balance, and is important for safety. Many special education preschools have no stairs, but a short stairway can be created for use in a learning center. Observe.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4. Alternates feet while descending											40
3. Descends using rail											30
2. Alternates feet while climbing											20
1. Climbs using rail											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

19.1

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Walks and Jumps

Lesson Plan

It is important to observe children's movement patterns. They may have neuromotor difficulties that warrant referral to a physical therapist. Incorporate into routine activities and games. Observe.

OBSERVATION ONLY

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8. Hops on one foot											80
7. Jumps backward											70
6. Jumps forward											60
5. Jumps in place											50
4. Balances on one foot											40
3. Uses heel-toe gait											30
2. Walks backward											20
1. Walks forward											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

19.2-19.3

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Grasps

Lesson Plan

These skills are important in order to utilize classroom materials appropriately. Observe these skills during natural classroom routines. If problems occur, teach directly and provide more opportunities to practice using crayons, small toys, and food. Refer to occupational therapist if needed.

1. TELL the child, "(Name), pick up the _____."
2. SHOW the child by repeating instruction and demonstrating picking up.
3. HELP the child by repeating and gently guiding picking up.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7. Feeds self											70
6. Colors on paper											60
5. Transfers hand-to-hand											50
4. Releases objects											40
3. Grasps with pincer method											30
2. Grasps with rake method											20
1. Grasps with two hands											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

20.1-20.3

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Traces Shapes

Lesson Plan

Tracing facilitates visual-motor integration, concept formation, and is an age-appropriate precursor to writing. Have predrawn shapes on paper. Instruct child. If child masters tracing solid lines, fade to dotted lines, dots at corners, etc. This skill may be practiced using a variety of mediums (e.g., chalk, paint, sand).

1. TELL the child, "(Name), trace these shapes."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10											100
9											90
8											80
7											70
6. Square											60
5. Circle											50
4. Triangle											40
3. Plus											30
2. Horizontal line											20
1. Vertical line											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											20.4

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Imitates Shape Drawing

Lesson Plan

Imitating shapes facilitates visual-motor integration, concept formation, and is an age-appropriate precursor to writing. In teaching imitation, tracing can be incorporated. This skill may be practiced using a variety of mediums (e.g., chalk, paint, sand). Teacher sits next to child and draws a shape on paper, then instructs child.

1. TELL the child, "(Name), draw what I draw."
2. SHOW the child by repeating instruction, redrawing shape, and having child imitate or trace over it.
3. HELP the child by repeating and gently guiding the drawing of the correct shape.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10.											100
9.											90
8.											80
7.											70
6. Square											60
5. Circle											50
4. Triangle											40
3. Plus											30
2. Horizontal line											20
1. Vertical line											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											20.5

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Uses Fasteners

Lesson Plan

Using fasteners can be the most difficult part of independent dressing. These skills are typically observed during normal classroom activities. Instruction is best accomplished at these times. An occupational therapist can be invaluable if difficulties persist.

1. TELL the child, "(Name), button your coat."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10. Unfastens Velcro											100
9. Fastens Velcro											90
8. Unsnaps											80
7. Snaps											70
6. Unzips											60
5. Zips											50
4. Unbuckles											40
3. Buckles											30
2. Unbuttons											20
1. Buttons											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											20.6

On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill): Uses Fasteners

Lesson Plan

Using fasteners can be the most difficult part of independent dressing. These skills are typically observed during normal classroom activities. Instruction is best accomplished at these times. An occupational therapist can be invaluable if difficulties persist.

1. TELL the child, "(Name), button your coat."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	INDICATE TYPE OF SESSION: O = Observation DI = Direct										%
10. Unfastens Velcro											100
9. Fastens Velcro											90
8. Unsnaps											80
7. Snaps											70
6. Unzips											60
5. Zips											50
4. Unbuckles											40
3. Buckles											30
2. Unbuttons											20
1. Buttons											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											
											20.6

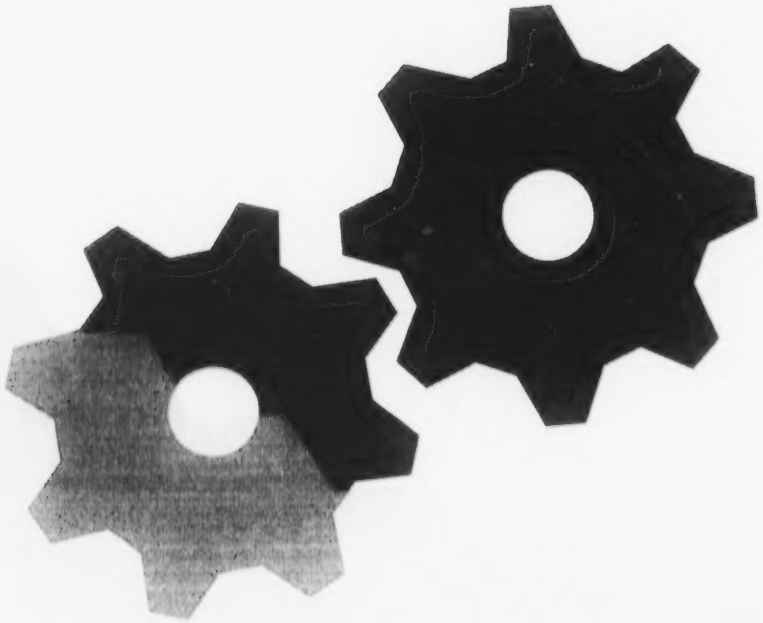
On Track Teaching Record

Student:	Annual Goal (domain): Physical
Academic Year:	Objective (skill):

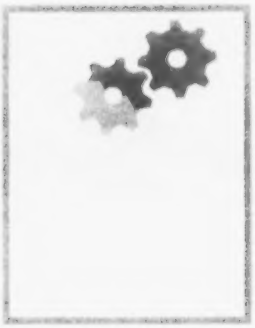
Lesson Plan

1. TELL the child, "(Name), . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											



THE PROGRAM IN ACTION



On Track in Action

The following is an example of how the *On Track* program is used with a hypothetical child named Susan, who receives special education preschool services.

Background Information

Susan is a three-year-old who enjoys playing with friends and adults. Previous assessment information concluded that Susan's scores are two standard deviations below the mean in the communication domain. She also has deficits in adaptive behavior. According to IDEA, this qualifies her for special services as a "preschooler with a disability."

A general IEP was developed that targeted increased communication and adaptive skills. The *On Track* Assessment can be used at this time to refine IEP objectives and to clarify outcomes in more detail.

Family Participation

The information available from Susan's parents is very valuable. It can provide school personnel with a foundation of knowledge about Susan and her abilities.

On the Family Interview Form, Susan's parents report that Susan dresses and undresses herself, but needs some assistance with fasteners and tying shoes. Because the absence of fastening skills prevents Susan from dressing with complete independence, her parents believe that the ability to fasten is a priority for her. This information is noted by the interviewer placing a check in the right-hand column on the line for this skill. Susan reportedly has no problems eating and uses utensils adequately. The family is just beginning toilet training at home and would like to carry over this program at school. Susan's parents report that she usually uses one word at a time, sometimes two. Her vocabulary consists of family members' names, such as Mom, Dad, Steve (her brother), her own name, and some food items.

Susan uses some sign language. Currently, the signs she knows are "want," "food," "drink," "cracker," "finished," "please," and "Thank you." She likes to color with markers and crayons. Susan's dad reports that Susan enjoys playing outside on her tricycle and loves to "swing high," but needs a push because she

cannot pump yet. Steve reports that Susan's favorite outdoor game is hide-and-seek, and that she finds good places to hide. See the sample Family Interview Form for additional family priorities.

Classroom Observations

During the first three to four weeks in school, the staff observed Susan to determine skill levels. Upon entering the classroom, Susan was able to take her coat off and hang it up. At the time of assessment, she was not wearing mittens, boots, or a hat, but her parents reported that she could put her hat on by herself but needed help with mittens. She needed prompting to find her name and locker. During the free-play activity, Susan interacted with her friends and stayed in the play area. Although she readily joined a play group, she was often reluctant to share the toy with which she was playing.

Susan usually attended and participated during circle time. She loved musical activities. At snack time, she was able to raise her hand with prompting and to sign the words for "I want cracker, please." and "Thank you." Most recently, Susan learned the signs for juice, cheese, and cookie. In the library, Susan liked having books read to her. When her parents came to pick her up, she greeted them excitedly and then waved goodbye to her friends and teachers at school. See the sample Assessment for additional results concerning her expressive language skills and toileting abilities.

Direct Assessment

Despite systematic classroom observations, not all of the assessment information related to Susan's specific needs could be obtained by watching her during daily routines. Despite the warm weather, Susan was provided with winter clothing so that those particular dressing skills could be measured. Results confirm Susan's parents' reports of her abilities at home. Using a game format, Susan was given a chance to identify and label common classroom objects. Results indicated that she was able to identify common objects, but rarely able to state their names. She had difficulties with articulation and only occasionally attempted multiple word utterances. Susan was able to identify a few body parts and colors, but not shapes. A sample of completed sections of the Assessment and Family Interview Form follow.

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On Track Individual Plan Assessment

Child: Susan L.	Date of Birth: 3/15/91
Teacher: Mary Smith	Preschool: CO-TEACH
Enrollment Date: 9/15/94	Anticipated Transition Date: 5/96

Write an asterisk (*) next to skills which are parent priorities.

Adaptive Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	R/N	S/H	U/A
7.0	**Classroom Entry and Exit**						
7.1	Responds to greeting			✓			
7.2	Removes coat independently		✓				
7.3	Hangs up coat on own hook		✓				
7.4	Removes outer wear independently (hat/boots/mittens)			✓			
7.5	Goes to next activity		✓				
7.6	Puts on coat independently		✓				
7.7	Puts on outer wear independently (hats/boots/mittens)		✓				
7.8							
	Notes						
8.0	**Snack Skills**						
8.1	Washes and dries hands		✓				
8.2	Waits turn		✓				
8.3	Indicates "Yes" and "No" to teacher's offers			✓			
8.4	Makes requests appropriately			✓			
8.5	Uses "Please" and "Thank you"		✓				
8.6	Consumes food and beverage at moderate rate		*	✓			
8.7	Maintains lip closure		✓				
8.8	Does not spill food or choke on it		✓				
8.9	Eats only own food			✓			
8.10	Uses utensils correctly		✓				
8.11	Uses napkin correctly		✓				
8.12	Leaves only when excused			✓			

Adaptive Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
8.13	Puts trash and materials away		✓				
8.14							
	Notes:						
9.0	**Hygiene Skills**						
9.1	Bathroom skills*						
9.1.1	Requests toilet	✓					
9.1.2	Walks directly to bathroom		✓				
9.1.3	Uses correct bathroom door	✓					
9.1.4	Dresses and undresses for toileting		✓				
9.1.5	Is clean and dry		✓				
9.1.6	Produces a product		✓				
9.1.7	Wipes		✓				
9.1.8	Flushes			✓			
9.1.9	Washes and dries hands		✓				
9.1.10							
	Notes:						
9.2	Personal hygiene						
9.2.1	Washes and dries hands independently			✓			
9.2.2	Gets a tissue	✓					
9.2.3	Wipes nose when requested		✓				
9.2.4	Blows nose when requested		✓				
9.2.5	Wipes and blows nose independently	✓					
9.2.6	Throws tissue away	✓					
9.2.7	Covers mouth when coughing and sneezing		✓				
9.2.8	Drinks from water fountain		✓				
9.3							
	Notes:						

On Track Individual Plan Assessment

Child: Susan L.	Date of Birth: 3/15/91
Teacher: Mary Smith	Preschool: CO-TEACH
Enrollment Date: 9/15/94	Anticipated Transition Date: 5/96

Write an asterisk (*) next to skills which are parent priorities.

Communication Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
11.0	**Communication**						
11.1	Identifies familiar objects when given their names	✓					
11.2	Labels familiar objects when requested	✓					
11.3	Gives own name when requested			✓			
11.4	Requests desired objects (food/drink/people)		✓				
11.5	Requests desired activities		✓				
11.6	Responds to initiated conversation with familiar adults	✓					
11.7	Initiates conversation with familiar adults	✓					
11.8	Responds to initiated conversation with familiar children	✓					
11.9	Initiates conversation with familiar children	✓					
11.10	Has adequate articulation	✓					
11.11	Uses adequate expressive language*	✓					
11.12	Uses communication appropriately		✓				
11.13	Indicates desire appropriately		✓				
11.14	Protests appropriately		✓				
11.15							
	Notes:						

On Track Individual Plan Assessment

Child: Susan L.	Date of Birth: 3/15/91
Teacher: Mary Smith	Preschool: CO-TEACH
Enrollment Date: 9/15/94	Anticipated Transition Date: 5/96

Write an asterisk (*) next to skills which are parent priorities.

Physical Domain		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
18.0	**Gross Motor**						
18.1	Slides						
18.1.1	Climbs ladder	✓					
18.1.2	Slides down feet first	✓					
18.1.3	Gets off slide immediately	✓					
18.1.4							
18.2	Rides tricycle						
18.2.1	Gets on tricycle			✓			
18.2.2	Pedals using feet			✓			
18.2.3	Steers			✓			
18.2.4	Gets off tricycle			✓			
18.2.5	Rides without crashing			✓			
18.2.6							
18.3	Swings						
18.3.1	Gets on swing			✓			
18.3.2	Holds on with both hands			✓			
18.3.3	Pumps	✓					
18.3.4	Gets off swing			✓			
18.3.5	Avoids moving swings		✓				
18.3.6							
18.4	Plays with balls						
18.4.1	Rolls playground balls		✓				
18.4.2	Throws playground balls			✓			
18.4.3	Catches playground balls		✓				

Physical Domain (continued)		Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
18.4.4							
Notes:							
19.0	**Independent Motor Skills**						
19.1	Uses stairs						
19.1.1	Climbs stairs using railing		✓				
19.1.2	Alternates feet while climbing		✓				
19.1.3	Descends stairs using railing		✓				
19.1.4	Alternates feet while descending		✓				
19.1.5							
19.2	Walks						
19.2.1	Walks forward		✓				
19.2.2	Walks backward			✓			
19.2.3	Uses heel-toe gait		✓				
19.2.4	Balances on one foot		✓				
19.2.5							
19.3	Jumps						
19.3.1	Jumps in place		✓				
19.3.2	Jumps forward	✓					
19.3.3	Jumps backward	✓					
19.3.4	Hops on one foot		✓				
19.3.5							
19.4							
Notes:							
20.0	**Fine-Motor Skills**						
20.1	Picks up and releases small objects			✓			
20.2	Transfers small objects hand-to-hand			✓			
20.3	Colors with pencil or crayon		✓				
20.4	Traces shapes		✓				
20.5	Imitates teacher drawing shapes	✓					

Physical Domain (continued)		Pretest Date			Posttest Date		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**
20.6	Uses fasteners*			✓			
20.6.1	Buttons		✓				
20.6.2	Unbuttons		✓				
20.6.3	Buckles		✓				
20.6.4	Unbuckles		✓				
20.6.5	Zips	✓					
20.6.6	Unzips			✓			
20.6.7	Snaps	✓					
20.6.8	Unsnaps		✓				
20.6.9	Fastens Velcro		✓				
20.6.10	Unfastens Velcro			✓			
20.6.11							
20.7							
	Notes						

On Track Family Interview Form

Child: Susan L.	Date of Birth: 3/15/91
Interviewer: Mary Smith	Date of Interview: 9/3/94
Parent: Mr. and Mrs. L.	

Adaptive Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
7.0	**Classroom Entry and Exit**				
7.1	Responds to greeting ("Hi")				
7.2	Removes coat independently				
7.3	Hangs up coat on own hook				
7.4	Removes outer wear independently (hat/boots/mittens)				
7.5	Goes to next activity				
7.6	Puts on coat independently				
7.7	Puts on outer wear independently (hats/boots/mittens)				
7.8					
	Notes:				
8.0	**Snack Skills**				
8.1	Washes and dries hands				
8.2	Waits turn				
8.3	Indicates "Yes" and "No" to teacher's offers			✓	✓
8.4	Makes requests appropriately			✓	✓
8.5	Uses "Please" and "Thank you" (signs)		✓		
8.6	Consumes food and beverage at moderate rate				
8.7	Maintains lip closure				
8.8	Does not spill food or choke on it				
8.9	Eats only own food			✓	
8.10	Uses utensils correctly		✓		✓
8.11	Uses napkin correctly				
8.12	Leaves only when excused		✓		

Adaptive Domain (continued)		**Skill Level**			**Importance**
CODE: **R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always**		R/N	S/H	U/A	✓ If Skill is Family Priority
8.13	Puts away trash and materials				
8.14					
	Notes:				
9.0	**Hygiene Skills**				
9.1	Bathroom Skills				✓
9.1.1	Requests toilet	✓			✓
9.1.2	Walks directly to bathroom		✓		
9.1.3	Uses correct bathroom door				
9.1.4	Dresses and undresses for toileting		✓		
9.1.5	Is clean and dry	✓			✓
9.1.6	Produces a product		✓		
9.1.7	Wipes		✓		
9.1.8	Flushes			✓	
9.1.9	Washes and dries hands		✓		
9.1.10					
	Notes:				
9.2	Personal hygiene				
9.2.1	Washes and dries hands independently		✓		
9.2.2	Gets a tissue		✓		
9.2.3	Wipes nose when requested		✓		
9.2.4	Blows nose when requested		✓		
9.2.5	Wipes and blows nose independently	✓			
9.2.6	Throws tissue away		✓		
9.2.6	Covers mouth during cough and sneeze		✓		
9.2.7	Drinks from water fountain			✓	
9.2.8					
9.3					
	Notes:				

Adaptive Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	**✔ If Skill is Family Priority**
10.0	**Personal Safety**				
10.1	Obeys traffic rules	✓			✓
10.1.1	Stops and looks both ways before crossing street	✓			
10.1.2	Recognizes common traffic signs			✓	
10.2	Avoids bumping into objects			✓	
10.3	Walks without tripping				
10.4					
	Notes:				

On Track Family Interview Form

Child: Susan L.	Date of Birth: 3/15/91
Interviewer: Mary Smith	Date of Interview: 9/3/94
Parent: Mr. and Mrs. L.	

Communication Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
11.0	**Communication**				
11.1	Identifies familiar objects when given their names		✓		
11.2	Labels familiar objects when requested				
11.3	Gives own name when requested			✓	
11.4	Requests desired objects (food, drink, people) (signs)		✓		
11.5	Requests desired activities		✓		
11.6	Responds to conversational initiations w/familiar adults		✓		
11.7	Initiates conversation with familiar adults	✓			✓
11.8	Responds to initiated conversation with familiar children	✓			✓
11.9	Initiates conversation with familiar children	✓			✓
11.10	Has adequate articulation	✓			
11.11	Uses adequate expressive language	✓			✓
11.12	Uses communication appropriately	✓			
11.13	Indicates desire appropriately		✓		
11.14	Protests appropriately		✓		✓
11.15					
	Notes:				

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On Track Family Interview Form

Child: Susan L.	Date of Birth: 3/15/91
Interviewer: Mary Smith	Date of Interview: 9/3/94
Parent: Mr. and Mrs. L.	

Physical Domain		Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		R/N	S/H	U/A	✔ If Skill is Family Priority
18.0	**Gross Motor/Playground Activities**				
18.1	Slides				
18.1.1	Climbs ladder			✓	
18.1.2	Slides down feet first			✓	
18.1.3	Gets off slide immediately			✓	
18.1.4					
18.2	Rides tricycle				
18.2.1	Gets on tricycle			✓	
18.2.2	Pedals using feet			✓	
18.2.3	Steers			✓	
18.2.4	Gets off tricycle			✓	
18.2.5	Rides without crashing			✓	
18.2.6					
18.3	Swings				
18.3.1	Gets on swing			✓	
18.3.2	Holds on with both hands		✓		
18.3.3	Pumps	✓			✓
18.3.4	Gets off swing		✓		
18.3.5	Avoids moving swings	✓			✓
18.3.6					
18.4	Plays with balls				
18.4.1	Rolls playground balls			✓	
18.4.2	Throws playground balls			✓	
18.4.3	Catches playground balls	✓			
18.4.4					
	Notes				

Physical Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
19.0	**Independent Motor Skills**				
19.1	Uses stairs				
19.1.1	Climbs stairs using railing			✓	
19.1.2	Alternates feet while climbing		✓		
19.1.3	Descends stairs using railing			✓	
19.1.4	Alternates feet while descending	✓			
19.1.5					
19.2	Walks				
19.2.1	Walks forward			✓	
19.2.2	Walks backward			✓	
19.2.3	Uses heal-toe gait		✓		
19.2.4	Balances on one foot		✓		
19.2.5					
19.3	Jumps				
19.3.1	Jumps in place			✓	
19.3.2	Jumps forward			✓	
19.3.3	Jumps backward		✓		
19.3.4	Hops on one foot	✓			
19.4					
	Notes:				
20.0	**Fine-Motor Skills**				
20.1	Picks up and releases small objects			✓	
20.2	Transfers small objects hand-to-hand			✓	
20.3	Colors with pencil or crayon			✓	
20.4	Traces shapes	✓			
20.5	Imitates teacher drawing shapes		✓		
20.6	Uses fasteners				✓
20.6.1	Buttons	✓			
20.6.2	Unbuttons	✓			

Physical Domain (continued)		**Skill Level**			**Importance**
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always		**R/N**	**S/H**	**U/A**	**✔ If Skill is Family Priority**
20.6.3	Buckles	✓			
20.6.4	Unbuckles	✓			
20.6.5	Zips	✓			
20.6.6	Unzips			✓	
20.6.7	Snaps	✓			
20.6.8	Unsnaps			✓	
20.6.9	Fastens Velcro		✓		
20.6.10	Unfastens Velcro		✓		
20.7					
Notes:					

Selecting Teaching Records

After the assessment has been completed, the next step is to link *On Track* Assessment results with instructional programs in the *On Track* Curriculum. Samples have been provided as examples of types of Teaching Records that might be selected for Susan. After programs have been chosen, a Planning Sheet is completed to schedule times for the IEP-based activities to be implemented. On the sample provided, note that as each activity is completed, it is checked off on the Planning Sheet. Planned activities that have not been completed are then prioritized and rescheduled for the following week. On the following pages, you will find completed examples of the Planning Sheet, Teaching Records, and Progress Reports.

On Track Planning Sheet

Name: Susan L.	Date: 10/3/94
Skills to Practice: Identifying objects, staying dry, expressing desires, zipping jacket	

Teaching Records	Start Date: M	T	W	T	F	Comments or IEP Correspondence
11.1 Identifies familiar objects	X		X		/	
11.2 Labels familiar objects		/		X		
11.10-11.11 Language sample			X			
9.1.5-9.1.6 Develops bladder control	/	/	/	/	/	
20.6 Uses fasteners	/			X		

Week 1

Comments:

Susan recently mastered fastening and unfastening the Velcro on her shoes! Encourage her to practice this skill and praise her when she is successful.

On Track Teaching Record

Student: Susan L.	Annual Goal: Communication
Academic Year: 94-95	Objective: **Identifies Familiar Objects**

Lesson Plan

Children need to be able to identify personal possessions and familiar objects. Choose words based upon the child's IEP. Add words as mastery occurs.

Susan can label familiar objects now, so use an array of the items listed below.

1. TELL the child, "(Name), ~~touch~~ (show me) ~~give~~ me the _____ (e.g. truck)."
2. SHOW the child by repeating instruction and gesturing toward the specified object.
3. HELP the child by gently guiding the child's hand to touch the correct object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY:
+ = Correct S = Shown H = Helped
I = Incorrect / = Not Applicable

INDICATE TYPE OF SESSION:
O = Observation DI = Direct

	DI	DI	O								%
10.	–										100
9. block	+	+	+								90
8. shovel	S	+	+								80
7. book	+	+	+								70
6. truck	+	+	+								60
5. paint	S	+	+								50
4. crayon	+	+	+								40
3. bucket	H	S	S								30
2. doll	S	+	S								20
1. ball	+	+	+								10
Date	1/16	1/22	1/30								0
% Correct	55	88	77								
Initials	PG	PG	PG								
Cumulative Correct Average			73								
Comments (on back)											

11.1

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On Track Teaching Record

Student: Susan L.	Annual Goal: Communication
Academic Year: 94-95	Objective: Labels Familiar Objects

Lesson Plan

To encourage language development, children can begin by labeling objects which are familiar to them. Place objects on table in front of child. Begin with two familiar objects and add objects as mastery occurs.

Encourage Susan to pronounce the labels clearly—especially ball vs. doll.

1. TELL the child, "(Name), what is this?"
2. SHOW the child "(Name), this is a _____. What is this?"
3. HELP the child by repeating instruction and gently guide the child's hand to sign the name or touch to object.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY:
+ = Correct S = Shown H = Helped
I = Incorrect / = Not Applicable

INDICATE TYPE OF SESSION:
O = Observation DI = Direct

	DI	DI	DI	O	DI						%
10.											100
9. block	S	S	S	+	+						90
8. shovel	S	S	+	+	+						80
7. book	+	+	+	+	+						70
6. truck	S	S	+	S	+						60
5. paint	S	S	+	+	+						50
4. crayon	+	S	+	+	+						40
3. bucket	S	S	S	S	+						30
2. doll	S	S	S	+	+						20
1. ball	S	S	S	+	+						10
Date	10/3	10/4	10/6	10/11	10/12						0
% Correct	22	11	56	78	100						
Initials	RJ	RJ	RJ	RJ	RJ						
Cumulative Correct Average					53						
Comments (on back)											

11.2

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On Track Teaching Record

Student: Susan L.	Annual Goal: Communication
Academic Year: 94-95	Objective: Increase Spoken Language
Observer: Mary Smith	Date: 11/15/94
Language Sample	**Context (Activity, Interactions, Start and Stop Time)**
Koo (cookie)	snack/10:05 A.M.
I wan koo (I want cookie.)	
Joo, peez (Juice, please.)	
Go	Teacher prompted "Please."
Go peez (Please.)	10:17 A.M.
Total number of words: 9	Total number of statements: 5
Average number of words per statement: 1.8	Total number of minutes: 12
Words per minute: 1.8	**11.10-11.11**

On Track Teaching Record

Student: Susan L.	Annual Goal: Adaptive
Academic Year: 94-95	Objective: Develops Bladder Control

Lesson Plan

It is easiest to develop bladder control if the child practices at home and at school. Offer lots of fluids throughout the day. The data sheet is designed in 15-minute intervals. It is up to the teacher's discretion to determine the length of time between intervals for each child in program. As toilet-training skills are established and the child gains control, time intervals may be lengthened.

1. Every 15 minutes / 30 minutes (hour) tell "(Name), time to go potty," ask child if she's wet or dry, and have her check. Do not scold errors. Have child pull down pants and sit on potty chair for one minute or until she succeeds, whichever comes first. (The sound of running water sometimes helps.)
2. If child succeeds, clap, praise, and give reinforcement.
3. If child does not succeed, reset timer to have child feel pants at next interval.
4. Have child pull up pants, wash and dry hands, and return to activity.
5. At next interval, if dry, praise and give reinforcement. Repeat steps 1-4.
6. If not dry, have child take pants off, wipe self, put dirty clothes in laundry. This is all done with no praise or scolding and minimal assistance. Then have child go to potty.

KEY: **D = Dry Pants/No Product in Toilet** **W = Wet Pants/urinate in Toilet**
B = Bowel Movement in Pants or Toilet **I = Independent Toilet Use**

Time A.M.	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD
11:00	W	D			D	W	D	W	W	D
11:15			W	D						
11:30										

Comments:

Take Susan to the bathroom as soon as she arrives (she has a long bus ride)! Then take her again right after circle, before learning centers. And then before she gets on the bus at the end of the day.

On Track Teaching Record

KEY: D = Dry Pants/No Product in Toilet; B = Bowel Movement in Pants or Toilet; W = Wet Pants/Urinate in Toilet; I = Independent Toilet Use

Time A.M.	Monday		Tuesday		Wednesday		Thursday		Friday	
	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty	Pants	Potty
	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD	DBW	BWD
8:30										
8:45										
9:00	W	D	W	D	W	D	W	D	W	D
9:15										
9:30										
9:45										
10:00	D	W	D	D	D	W	D	D	D	D
10:15										
10:30			D	W			D	D	D	W
10:45										
11:00	D	D	D	D	D	W	WB	D	D	W
11:15										
11:30										

Comments:

Susan is usually wet on arrival at school. She uses the toilet successfully 6/18 (33%) of the time. She keeps herself dry 12/18 (67%) of the time.

9.1.5-9.1.6

On Track Teaching Record

Student: Susan L.	Annual Goal: Physical
Academic Year: 94-95	Objective: Uses Fasteners

Lesson Plan

Using fasteners can be the most difficult part of independent dressing. These skills are typically observed during normal classroom activities. Instruction is best accomplished at these times. An occupational therapist can be invaluable if difficulties persist.

Use her blue coat with four large buttons. Don't worry about the top (neck) button—it is too hard for now.

1. TELL the child, "(Name), button your coat."
2. SHOW the child by repeating instruction and gesturing, ~~demonstrating~~, ~~signing~~.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

   Tell Susan, "You did it all by yourself!"

SCORING KEY: + = Correct S = Shown H = Helped I = Incorrect / = Not Applicable

INDICATE TYPE OF SESSION: O = Observation DI = Direct

	DI	DI	DI	DI							%
10. Unfastens Velcro											100
9. Fastens Velcro											90
8. Unsnaps											80
7. Snaps											70
6. Unzips											60
5. ~~Zips~~ Buttons 5th	/	/	/	/							50
4. ~~Unbuckles~~ Buttons 4th	+	H	S	+							40
3. ~~Buckles~~ Buttons 3rd	S	H	H	+							30
2. ~~Unbuttons~~ Buttons 2nd	S	S	+	H							20
1. ~~Buttons~~ First button	H	+	S	S							10
Date	9/16	10/18	10/19	11/21							0
% Correct	25	25	25	50							
Initials	RJ	TKJ	TKJ	RJ							
Cumulative Correct Average				31							
Comments (on back)											
											20.6

202

On Track Quarterly Progress Report

Child: Susan L.	School Year: 94-95
Annual Goal: Increase Independence	Specific Skill: Buttons Coat

First Quarter Summary: 31 %

Comments: She becomes frustrated because it takes so long, but seems thrilled when she is done.

Second Quarter Summary: _____ %

Comments:

Third Quarter Summary: _____ %

Comments:

Fourth Quarter Summary: _____ %

Comments:

Annual Goal: Communication	Specific Skill: Increase spoken language

First Quarter Summary: ~~%~~ 1.8 words/statement, 0.75 words/minute

Comments: When teacher prompts with sign, Susan vocalizes more easily.

Second Quarter Summary: _____ %

Comments:

Third Quarter Summary: _____ %

Comments:

Fourth Quarter Summary: _____ %

Comments:

On Track Quarterly Progress Report

Child: Susan L.	School Year: 94-95
Annual Goal: Adaptive	Specific Skill: Bladder Control

First Quarter Summary: _____% Stays dry 50%. Uses toilet 33%.

Comments: Susan is usually wet after her long bus ride to school. Can we wait until she arrives to give her morning juice to her?

Second Quarter Summary: _____%

Comments:

Third Quarter Summary: _____%

Comments:

Fourth Quarter Summary: _____%

Comments:

Annual Goal: Communication	Specific Skill: Identify objects

First Quarter Summary: 73 % (ball, doll, etc.)

Comments: Susan can hear subtle differences in names of objects. It really helps if she sees your lips.

Second Quarter Summary: _____%

Comments:

Third Quarter Summary: _____%

Comments:

Fourth Quarter Summary: _____%

Comments:

On Track Quarterly Progress Report

Child: Susan L.	School Year: 94-95
Annual Goal: Communication	Specific Skill: Labels Objects

First Quarter Summary: 53 %

Comments: Susan is improving rapidly in her ability to pronounce names of familiar objects.

Second Quarter Summary: _____ %

Comments:

Third Quarter Summary: _____ %

Comments:

Fourth Quarter Summary: _____ %

Comments:

Annual Goal:	Specific Skill:

First Quarter Summary: _____ %

Comments:

Second Quarter Summary: _____ %

Comments:

Third Quarter Summary: _____ %

Comments:

Fourth Quarter Summary: _____ %

Comments:

APPENDIX

On Track Materials List

Domain	Objective		Materials
Social/ Emotional	1.6a-c	Follows Instructions	Crayon and Paper
	2.1	Stays in Play Area	Play Area in Classroom
	3.8-3.9	Takes Turns and Shares	Age-Appropriate Toys and Materials
	5.1	Puts Away Materials	Age-Appropriate Toys and Materials
	5.3-5.3.1	Transitions	Age-Appropriate Toys and Materials
	6.1	Participates in Group	Whole Group (Circle)
Adaptive	7.2-7.7	Enters/Exits Classroom	Enter/Exit Door and Lockers
	7.6	Puts on Coat Independently	Child's Coat
	8.0	Uses Snack-Time Skills	Snack, Plate, Napkin, Utensil
	9.1	Uses Bathroom Skills	Potty Chair/Toilet/Bathroom
	9.1.3	Identifies Bathroom Signs	Printed BOY and GIRL Cards/Door Signs
	9.1.5-9.1.6	Develops Bladder Control	Potty Chair/Toilet/Bathroom/ Fluids
	9.2.2-9.2.6	Uses Tissue	Tissue
	9.2.7	Drinks From Fountain	Available Drinking Fountain
	10.1	Obeys Traffic Rules	Safety Cards (e.g., Picture of Stop Sign, etc.)
	10.2-10.3	Moves Safely	Wide, Clear Walkways
Communication	11.1-11.2	Identifies and Labels Familiar Objects	Food, Toys, Clothing, Personal Items
	11.4	Requests Desired Objects	Age-Appropriate Toys and Materials
	11.5	Requests Desired Activities	A Variety of Activity Materials (e.g., Paint, Water Play, Blocks)
Cognitive	12.2a-b	Identifies Colors	Objects of Varying Colors (e.g., Red, Blue, Yellow, etc.)
	12.3a-b	Identifies Shapes	Objects and Pictures of Corresponding Shapes
	12.4.1a-b	Matches	Sets of Identical Objects
	12.4.2	Matches Objects to Pictures	Objects and Matching Pictures
	12.4.3	Identifies Differences	Identical and Different Objects
	12.4.4	Matches Similar Pictures	Two Similar and One Different Pictures (e.g., Bike, Trike, and Apple)

Domain	Objective		Materials
Cognitive (continued)	12.5a-b	Identifies Coins	Penny, Nickel, Dime, Quarter
	12.8.1	Counts by Rote	Counting Books
	12.8.2-12.8.3	Counts	Small Objects
	12.9.1a-b	Identifies Numerals	Variety of Number Materials (e.g., Number Cards, Sandpaper, or Plastic Numbers)
	12.9.2	Recites Home Phone Number	Child's Home Phone Number
	12.9.3	Traces Numerals	Predrawn Numerals
	12.9.4	Copies Numerals	Chalk, Markers, Crayons, Sawdust, etc.
	12.10.1	Recognizes Name	Name Cards for Each Child
	12.10.2a-b	Identifies Letters	Variety of Letter Materials (e.g., Printed and Three-Dimensional Letters)
	12.10.3	Traces Letters	Predrawn Letters
	12.10.4	Copies Letters	Chalk, Markers, Crayons, Sawdust, etc.
	13.0	Uses Classroom Materials	Paper, Pencil, Scissors, Book, Crayon, Glue, Paint, Brush, Clay, etc.
	13.3	Uses Scissors	Scissors and Paper of Varying Widths
	15.1.1a	Sorts Objects by Shape	Six Objects of Varying Shapes (e.g., Three Squares and Three Circles)
	15.1.1b	Sorts Objects by Shape	Nine Objects of Varying Shapes (e.g., Three Squares, Three Circles, Three Triangles)
	15.1.1c	Sorts Objects by Shape	Twelve Objects of Varying Shapes (e.g., Three Squares, Three Circles, Three Triangles, Three Rectangles)
	15.1.1d	Sorts Objects by Shape	Five Objects of Varying Shapes (e.g., Three Squares, Three Circles, Three Triangles, Three Rectangles, Three Diamonds)
	15.1.2	Sorts Objects by Color	Eighteen Objects; Three of Each Primary Color
	15.1.3a	Sorts Objects by Size	Six Like Objects; Three Small and Three Large (e.g., Three Small and Three Large Red Blocks)
	15.1.3b	Sorts Objects by Size	Nine Like Objects; Three Small, Three Medium, and Three Large (e.g., Three Small, Three Medium, and Three Large Red Blocks)
	15.4	Demonstrates Concepts	Block, Box, Hard Ball, Foam Ball, etc.
	16.1	Recalls Familiar Objects	Familiar Objects (e.g., Pencil, Shoe, Hat, Glove, Toy)

Domain	Objective		Materials
Cognitive (continued)	16.2a	Recalls Facts From a Story	Short Entertaining Story
	16.3	Identifies Missing Parts	Pictures With Key Elements Missing
	17.1.1	Sequences Objects	Small to Large Objects (e.g., Blocks)
	17.1.2-17.1.3	Sequences Pictures	Pictures of Two or More Sequential Events
	17.1.4	Recognizes and Repeats Pattern	Set of Like Objects With Different Attributes (e.g., Red and Blue Blocks)
Physical	18.1	Uses Slide	Slide
	18.2	Rides Tricycle	Tricycle
	18.3	Swings	Swings
	18.4	Rolls, Throws, and Catches	Playground, Beach, and Foam Balls
	19.1	Uses Stairs	Stairs With Railing
	20.1-20.3	Grasps	Crayons, Small Toys, and Food
	20.4	Traces Shapes	Predrawn Shapes, Chalk, Paint, Sand, Pencil
	20.5	Imitates	Shaped Drawing, Chalk, Crayon, Markers, Paint
	20.6	Uses Fasteners	Fasteners on Child's Clothing
Miscellaneous			

On Track Program Developmental Scope and Sequence

Social/Emotional Domain		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
1.0	**Instruction Following**									
1.1	"Come here"		X	X						
1.2	"Sit down"		X	X						
1.3	"Stand up"		X	X						
1.4	"Wait here"		X	X						
1.5	"Raise your hand"		X	X						
1.6	"Stop"					X	X	X		
1.7										
	Notes:									
2.0	**Classroom Rules**									
2.1	Stays in play area							X		
2.2	Lines up						X	X		
2.3	Waits quietly						X	X		
2.4	Walks in classroom						X	X		
2.5	Raises hand						X	X		
2.6	Speaks with "indoor" voice									X
2.7										
	Notes:									
3.0	**Peer Interaction**									
3.1	Plays without risk to self or others								X	
3.2	Uses toys appropriately				X					
3.3	Plays with peers		X	X						
3.4	Plays interactively with peers when invited				X	X				

Social/Emotional Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
3.5	Invites peers to play						X	X		
3.6	Imitates adults when invited				X					
3.7	Imitates peer when invited		X							
3.8	Takes turns				X	X				
3.9	Shares toys			X	X	X				
3.10										
	Notes:									
4.0	**Polite Manners**									
4.1	Responds to teacher greeting				X	X				
4.2	Responds to peer greeting				X	X				
4.3	Initiates teacher greeting								X	X
4.4	Initiates peer greeting								X	X
4.5	Uses "Please" for requests				X					
4.6	Uses "Thank you" appropriately				X					
4.7	Uses "I'm sorry"									X
4.8	Uses "Excuse me"									X
4.9										
	Notes:									
5.0	**Daily Transition Activities**									
5.1	Puts away materials independently				X					
5.2	Lines up appropriately						X	X		
5.3	Transitions between activities									
	5.3.1 Transitions to whole group/circle					X	X			
	5.3.2 Transitions to/from recess					X	X	X		
	5.3.3 Leaves readily at end of day				X	X				
	5.3.4 Participates in activity preparation			X	X	X				
	5.3.5 Participates in activity clean-up			X	X	X				

Social/Emotional Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
5.4										
	Notes:									
6.0	**Classroom Skills**									
6.1	Group learning activities									
	6.1.1 Goes directly to group		X	X						
	6.1.2 Sits independently						X	X	X	
	6.1.3 Attends throughout lesson						X			
	6.1.4 Participates throughout lesson						X	X		
	6.1.5 Sits quietly without disrupting others								X	
	6.1.6 Stays in group						X	X		
6.2										
	Notes:									

Adaptive Domain		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
7.0	**Classroom Entry and Exit**									
7.1	Responds to greeting				X					
7.2	Removes coat independently					X				
7.3	Hangs up coat on own hook					X	X	X		
7.4	Removes outer wear independently (hat/boots/mittens)					X	X	X		
7.5	Goes to next activity						X	X		
7.6	Puts on coat independently							X		
7.7	Puts on outer wear independently (hats/boots/mittens)				X	X	X			
7.8										
	Notes:									
8.0	**Snack-Time Skills**									
8.1	Washes and dries hands						X	X		
8.2	Waits turn									X
8.3	Indicates "Yes" and "No" to teacher's offers				X					
8.4	Makes requests appropriately					X				
8.5	Uses "Please" and "Thank you"				X					
8.6	Consumes food and beverage at moderate rate					X	X			
8.7	Maintains lip closure									X
8.8	Does not spill food or choke on it						X	X		
8.9	Eats only own food					X				
8.10	Uses utensils correctly					X	X	X	X	X
8.11	Uses napkin correctly						X	X		
8.12	Leaves only when excused									X

Adaptive Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
8.13	Puts away trash and materials								X	X
8.14										
	Notes:									
9.0	**Hygiene Skills**									
9.1	Bathroom skills									
9.1.1	Requests toilet		X	X						
9.1.2	Walks directly to bathroom						X	X	X	
9.1.3	Uses correct bathroom door					X				
9.1.4	Dresses and undresses for toileting							X		
9.1.5	Is clean and dry			X						
9.1.6	Produces a product					X	X			
9.1.7	Wipes					X	X			
9.1.8	Flushes						X	X	X	X
9.1.9	Washes and dries hands						X	X	X	X
9.1.10										
	Notes:									
9.2	Personal hygiene									
9.2.1	Washes and dries hands independently						X	X	X	X
9.2.2	Gets a tissue					X				
9.2.3	Wipes nose when requested					X				
9.2.4	Blows nose when requested					X	X			
9.2.5	Wipes and blows nose independently							X	X	
9.2.6	Throws tissue away						X	X		
9.2.7	Covers mouth when coughing and sneezing									X
9.2.8	Drinks from water fountain				X					
9.3										
	Notes:									

Adaptive Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
10.0	**Personal Safety**									
10.1	Obeys traffic rules								X	X
	10.1.1 Stops and looks both ways before crossing street								X	
	10.1.2 Recognizes common traffic signs									X
10.2	Avoids bumping into objects			X						
10.3	Walks without tripping			X						
10.4										
	Notes:									

Communication Domain		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
11.0	**Communication**									
11.1	Identifies familiar objects when given their names		X							
11.2	Labels familiar objects when requested			X	X					
11.3	Gives own name when requested				X					
11.4	Requests desired objects (food/drink/people)			X						
11.5	Requests desired activities			X						
11.6	Responds to initiated conversation with familiar adults				X	X				
11.7	Initiates conversation with familiar adults					X				
11.8	Responds to initiated conversation with familiar children				X					
11.9	Initiates conversation with familiar children					X				
11.10	Has adequate articulation						X	X		
11.11	Uses adequate expressive language				X	X				
11.12	Uses communication appropriately									X
11.13	Indicates desire appropriately						X	X		
11.14	Protests appropriately									X
11.15										
	Notes:									

Cognitive Domain		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
12.0	**Pre-Academic Skills**									
12.1	Identifies body parts (head/eyes/nose/ears/arm/leg/hand/foot/finger/toes/jaw/chin/elbow/etc.)				X	X	X			
12.2	Identifies major colors (red/blue/yellow/green/purple/orange)				X	X	X			
12.3	Identifies basic shapes (square/circle/triangle/rectangle/diamond)				X					
12.4	Matches									
	12.4.1 Matches objects			X						
	12.4.2 Matches objects to pictures							X		
	12.4.3 Identifies differences							X		
	12.4.4 Matches similar pictures						X			
12.5	Identifies coins						X	X		
12.6	Arranges items by categories					X				
12.7	Serializes								X	X
12.8	Counts									
	12.8.1 Counts by rote				X					
	12.8.2 Counts with correspondence					X	X	X		
	12.8.3 Counts with displacement							X	X	
12.9	Numerals									
	12.9.1 Identifies numerals							X	X	
	12.9.2 Recites phone number							X	X	
	12.9.3 Traces numerals							X	X	
	12.9.4 Copies numerals								X	

Cognitive Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
12.10	**Letters**									
12.10.1	Recognizes written name				X	X				
12.10.2	Identifies letters							X	X	X
12.10.3	Traces letters						X	X		
12.10.4	Copies letters									X
12.11										
	Notes:									
13.0	**Correct Use of Classroom Materials**									
13.1	Paper				X	X				
13.2	Pencil				X					
13.3	Scissors				X	X				
13.4	Book				X	X				
13.5	Crayon				X					
13.6	Glue/paste					X	X			
13.7	Paint/brush				X	X				
13.8	Play-Doh/clay			X	X					
13.9										
	Notes:									
14.0	**Attention Span**									
14.1	Initiates task						X	X	X	
14.2	Persists with task									
14.2.1	Works independently for one minute				X					
14.2.2	Works independently for two minutes					X				
14.2.3	Works independently for five minutes						X			
14.2.4	Works independently for ten minutes								X	
14.3	Remains in activity area					X				
14.4	Interacts appropriately with peers					X				
14.5	Follows directions					X				

Cognitive Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
14.6	Completes task								X	X
14.7										
	Notes:									
15.0	**Classification**									
15.1	Sorts objects									
15.1.1	Sorts objects by shape (square/circle/triangle/rectangle/diamond)			X						
15.1.2	Sorts objects by color (red/blue/green/yellow/purple/orange)				X					
15.1.3	Sorts objects by size (small/medium/large)					X				
15.2	Tells whether objects/pictures are same or different (Which one doesn't belong?)						X	X		
15.3	Describes similarities and differences in objects						X	X	X	
15.4	Demonstrates concepts									
15.4.1	Identifies prepositions (in/on/under)				X					
15.4.2	Identifies measurement (heavy/light, big/little)									X
15.4.3	Identifies temperature (hot/warm/cool)									X
15.4.4	Identifies time (before/after, early/later)								X	
15.5										
	Notes:									
16.0	**Memory**									
16.1	Recalls familiar objects						X			
16.2	Recalls facts from a story presented orally								X	
16.3	Identifies missing parts of objects				X					
16.4										
	Notes:									

Cognitive Domain (continued)		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
17.0	**Reasoning Skills**									
17.1	Sequences									
	17.1.1 Places objects in sequence by size (seriation)					X				
	17.1.2 Places three simple pictures in sequence						X			
	17.1.3 Places four simple pictures in sequence							X		
	17.1.4 Repeats patterns								X	X
17.2	Answers simple logic questions						X	X		
17.3										
	Notes:									

Physical Domain		Approximate Developmental Milestones (Equivalents in Years)								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
18.0	**Gross Motor**									
18.1	Slides									
18.1.1	Climbs ladder			X						
18.1.2	Slides down feet first		X	X						
18.1.3	Gets off slide immediately				X	X				
18.1.4										
18.2	Rides tricycle									
18.2.1	Gets on tricycle		X	X						
18.2.2	Pedals using feet					X				
18.2.3	Steers					X				
18.2.4	Gets off tricycle		X	X						
18.2.5	Rides without crashing					X				
18.2.6										
18.3	Swings									
18.3.1	Gets on swing			X						
18.3.2	Holds on with both hands			X						
18.3.3	Pumps						X			
18.3.4	Gets off swing				X	X				
18.3.5	Avoids moving swings				X	X				
18.3.6										
18.4	Plays with balls									
18.4.1	Rolls playground balls	X								
18.4.2	Throws playground balls		X	X						
18.4.3	Catches playground balls				X					
18.4.4										
	Notes:									

Physical Domain (continued)		**Approximate Developmental Milestones (Equivalents in Years)**								
		1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
19.0	**Independent Motor Skills**									
19.1	Uses stairs									
19.1.1	Climbs stairs using railing			X						
19.1.2	Alternates feet while climbing			X	X	X	X			
19.1.3	Descends stairs using railing				X	X				
19.1.4	Alternates feet while descending			X	X	X	X			
19.1.5										
19.2	Walks									
19.2.1	Walks forward	X								
19.2.2	Walks backward			X						
19.2.3	Uses heel-toe gait					X				
19.2.4	Balances on one foot					X				
19.2.5										
19.3	Jumps									
19.3.1	Jumps in place				X					
19.3.2	Jumps forward					X				
19.3.3	Jumps backward									X
19.3.4	Hops on one foot						X			
19.3.5										
19.4										
	Notes:									

20.0	**Fine-Motor Skills**									
20.1	Picks up and releases small objects	X								
20.2	Transfers small objects hand-to-hand	X								
20.3	Colors with pencil or crayon			X						
20.4	Traces shapes						X	X		
20.5	Imitates teacher drawing shapes				X	X				

Physical Domain (continued)	**Approximate Developmental Milestones (Equivalents in Years)**								
	1.5-2	2-2.5	2.5-3	3-3.5	3.5-4	4-4.5	4.5-5	5-5.5	5.5-6
20.6 Uses fasteners									
20.6.1 Buttons				X					
20.6.2 Unbuttons					X				
20.6.3 Buckles							X		
20.6.4 Unbuckles							X		
20.6.5 Zips								X	
20.6.6 Unzips			X	X	X				
20.6.7 Snaps					X				
20.6.8 Unsnaps				X	X				
20.6.9 Fastens Velcro				X					
20.6.10 Unfastens Velcro				X					
20.6.11									
20.7									
Notes:									

Kindergarten Skills

(Based on Survey of Montana Kindergarten Teachers)

1. Identifies household items
2. Names objects
3. Matches similar pictures
4. Matches objects to pictures
5. Recalls objects to pictures
6. Identifies objects that belong together
7. Expresses self verbally
8. Describes actions
9. Describes and names seasons
10. Reads common signs
11. Identifies different objects, colors, and shapes
12. Identifies like objects, colors, and shapes
13. Matches patterns of beads, buttons, or blocks appropriately
14. Cuts out shapes
15. Sorts by color, shape, and size
16. Completes puzzles with irregular-shaped pieces
17. Colors within the lines
18. Copies rhythm beat
19. Identifies objects by categories
20. Sings nursery rhymes
21. Follows simple instructions
22. Manages toilet skills independently
23. Dresses independently
24. Washes and dries hands independently
25. Traces lines and shapes (such as signs for stop, go, caution)
26. Sits and attends for 15 minutes
27. Displays polite manners
28. Identifies quantities
29. Interacts with peers
30. Works independently for 10-15 minutes

On Track Planning Sheet I

Name:	Date:
Skills to Practice:	

Teaching Records	Start Date: M	T	W	T	F	Comments or IEP Correspondence

Comments:

On Track Planning Sheet II

Name:	Date:
Skills to Practice:	

Teaching Records	Start Date: M	T	W	T	F	Start Date: M	T	W	T	F	Comments or IEP Correspondence
	Week 1					**Week 2**					

Comments:

On Track Planning Sheet III

Name: Date:

Skills to Practice:

Teaching Records	Start Date: M	T	W	T	F	Start Date: M	T	W	T	F	Start Date: M	T	W	T	F	Start Date: M	T	W	T	F	Comments or IEP Correspondence
	Week 1					Week 2					Week 3					Week 4					

On Track Individual Education Plan Assessment

Child:	Date of Birth:
Teacher:	Preschool:
Enrollment Date:	Anticipated Transition Date:

Write an asterisk (*) next to skills which are parent priorities.

Domain	Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	**R/N**	**S/H**	**U/A**	**R/N**	**S/H**	**U/A**

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Skill	Pretest Date:			Posttest Date:		
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	R/N	S/H	U/A	R/N	S/H	U/A

On Track Family Interview Form

Child:	Date of Birth:
Interviewer:	Date of Interview:
Parent:	

Domain	Skill Level			Importance
CODE: R/N = Rarely/Never S/H = Sometimes or With Help U/A = Usually/Always	R/N	S/H	U/A	✔ If Skill is Family Priority

On Track Teaching Record

Student:	Annual Goal (domain):
Academic Year:	Objective (skill):

Lesson Plan

1. TELL the child, "(Name), . . ."
2. SHOW the child by repeating instruction and gesturing, demonstrating, signing.
3. HELP the child by repeating and gently guiding the correct skill.
4. PRAISE the child by enthusiastically telling what was correct.

SCORING KEY: + = Correct S = Shown H = Helped O = Incorrect / = Not Applicable	**INDICATE TYPE OF SESSION:** O = Observation DI = Direct										**%**
10.											100
9.											90
8.											80
7.											70
6.											60
5.											50
4.											40
3.											30
2.											20
1.											10
Date											0
% Correct											
Initials											
Cumulative Correct Average											
Comments (on back)											

On Track Quarterly Progress Report I

Child:	School Year:
Annual Goal:	Specific Skill:
First Quarter Summary: _____%	
Comments:	
Second Quarter Summary: _____%	
Comments:	
Third Quarter Summary: _____%	
Comments:	
Fourth Quarter Summary: _____%	
Comments:	
Annual Goal:	Specific Skill:
First Quarter Summary: _____%	
Comments:	
Second Quarter Summary: _____%	
Comments:	
Third Quarter Summary: _____%	
Comments:	
Fourth Quarter Summary: _____%	
Comments:	

On Track Quarterly Progress Report II

Child:	School Year:
Annual Goal:	Specific Skill:

Fall Summary: _____%

Comments:

Winter Summary: _____%

Comments:

Spring Summary: _____%

Comments:

Annual Goal:	Specific Skill:

Fall Summary: _____%

Comments:

Winter Summary: _____%

Comments:

Spring Summary: _____%

Comments:

On Track Index of Teaching Records

Social/Emotional Domain Assessment Objective		*On Track* Program Number	Brigance Objective
1.0	**Instruction Following**	1.0a, 1.0b, 1.6a-c	
1.1	"Come here"	1.0a, 1.0b	
1.2	"Sit down"	1.0a, 1.0b	
1.3	"Stand up"	1.0a, 1.0b	
1.4	"Wait here"	1.0a, 1.0b	
1.5	"Raise your hand"	1.0a, 1.06b	
1.6	"Stop"	1.6a-c	134 - 4, 70 -3
1.7			
	Notes:		
2.0	**Classroom Rules**		
2.1	Stays in play area	2.1	
2.2	Lines up	5.2	
2.3	Waits quietly	2.3	
2.4	Walks in classroom	2.4	
2.5	Raises hand	2.5	
2.6	Speaks with "indoor" voice	2.6	
2.7			
	Notes:		
3.0	**Peer Interaction**		
3.1	Plays without risk to self or others	3.1	
3.2	Uses toys appropriately	3.2 - 3.7	
3.3	Plays with peers	3.2 - 3.7	
3.4	Plays interactively with peers when invited	3.2 - 3.7	

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Social/Emotional Domain (continued)		On Track Program Number	Brigance Objective
Assessment Objective			
3.5	Invites peers to play	3.2 - 3.7	
3.6	Imitates adults when invited	3.2 - 3.7	
3.7	Imitates peer when invited	3.2 - 3.7	
3.8	Takes turns	3.8	
3.9	Shares toys	3.9	
3.10			
	Notes:		
4.0	**Polite Manners**		
4.1	Responds to teacher greeting	4.1 - 4.2	128 - 30
4.2	Responds to peer greeting	4.1 - 4.2	128 - 30
4.3	Initiates teacher greeting	4.3 - 4.4	130
4.4	Initiates peer greeting	4.3 - 4.3	130
4.5	Uses "Please" for requests	4.5	130
4.6	Uses "Thank you" appropriately	4.6	
4.7	Uses "I'm sorry"	4.7	
4.8	Uses "Excuse me"	4.8	128 - 30
4.9			
	Notes:		
5.0	**Daily Transition Activities**		
5.1	Puts away materials independently	5.1	241 - 5, 109 - 10
5.2	Lines up appropriately	5.2	241 - 5
5.3	Transitions between activities	5.3a-b	241 - 5
	5.3.1 Transitions to whole group/circle	5.3.1	241 - 5
	5.3.2 Transitions to/from recess	5.3	241 - 5
	5.3.3 Leaves readily at end of day	5.3	241 - 5
	5.3.4 Participates in activity preparation		
	5.3.5 Participates in activity clean-up		

Social/Emotional Domain (continued) Assessment Objective		On Track Program Number	Brigance Objective
5.4			
Notes:			
6.0	**Classroom Skills**		
6.1	Group learning activities	6.1	145 - 6
6.1.1	Goes directly to group	6.1	145 - 6
6.1.2	Sits independently	6.1	145 - 6
6.1.3	Attends throughout lesson	6.1	145 - 6
6.1.4	Participates throughout lesson	6.1	145 - 6
6.1.5	Sits quietly without disrupting others	6.1	145 - 6
6.1.6	Stays in group	6.1	145 - 6
6.1.7			
6.2			
Notes:			

Adaptive Domain Assessment Objective		*On Track* Program Number	Brigance Objective
7.0	**Classroom Entry and Exit**	7.2 - 7.5 (entry)	93 - 4, 97 - 8
7.1	Responds to greeting	7.1	128 - 30
7.2	Removes coat independently	7.2 - 7.5	93 - 4
7.3	Hangs up coat on own hook	7.2 - 7.5	93 - 4
7.4	Removes outer wear independently (hat/boots/mittens)	7.2 - 7.5	93 - 4
7.5	Goes to next activity	7.2 - 7.5	93 - 4
7.6	Puts on coat independently	7.6	95 - 6, 99 - 101
7.7	Puts on outer wear independently (hats/boots/mittens)	7.6 - 7.7	97 - 8
7.8			
	Notes:		
8.0	**Snack-Time Skills**	8.0	88 - 90
8.1	Washes and dries hands	8.0	88 - 90
8.2	Waits turn	8.0	88 - 90
8.3	Indicates "Yes" and "No" to teacher's offers	8.0	88 - 90
8.4	Makes requests appropriately	8.0	88 - 90
8.5	Uses "Please" and "Thank you"	8.0	88 - 90
8.6	Consumes food and beverage at moderate rate	8.0	88 - 90
8.7	Maintains lip closure	8.0	88 - 90
8.8	Does not spill food or choke on it	8.0	88 - 90
8.9	Eats only own food	8.0	88 - 90
8.10	Uses utensils correctly	8.0	88 - 90
8.11	Uses napkin correctly	8.0	88 - 90
8.12	Leaves only when excused	8.0	88 - 90

Adaptive Domain (continued)		On Track Program Number	Brigance Objective
Assessment Objective			
8.13	Puts away trash and materials	8.0	88-90
8.14			
	Notes:		
9.0	**Hygiene Skills**		
9.1	Bathroom skills	9.1	104 - 5, 105 - 6, 97 - 8
9.1.1	Requests toilet	9.1	104 - 5, 105 - 6, 97 - 8
9.1.2	Walks directly to bathroom	9.1	104 - 5, 105 - 6, 97 - 8
9.1.3	Uses correct bathroom door	9.1.3	213
9.1.4	Dresses and undresses for toileting	9.1	104 - 5, 105 - 6, 97 - 8
9.1.5	Is clean and dry	9.1.5 - 9.1.6	104 - 5, 105 - 6, 97 - 8
9.1.6	Produces a product	9.1.5 - 9.1.6	104 - 5, 105 - 6, 97 - 8
9.1.7	Wipes	9.1	104 - 5, 105 - 6, 97 - 8
9.1.8	Flushes	9.1	104 - 5, 105 - 6, 97 - 8
9.1.9	Washes and dries hands	9.1	104 - 5, 105 - 6, 97 - 8
9.1.10			
	Notes:		
9.2	Personal hygiene		
9.2.1	Washes and dries hands independently		
9.2.2	Gets a tissue	9.2.2 - 9.2.6	
9.2.3	Wipes nose when requested	9.2.2 - 9.2.6	
9.2.4	Blows nose when requested	9.2.2 - 9.2.6	
9.2.5	Wipes and blows nose independently	9.2.2 - 9.2.6	
9.2.6	Throws tissue away	9.2.2 - 9.2.6	
9.2.7	Covers mouth when coughing and sneezing	9.2.2 - 9.2.6	
9.2.8	Drinks from water fountain	9.2.8	104 - 5, 105 - 6, 97 - 8
9.3			
	Notes:		

Adaptive Domain (continued)		On Track Program Number	Brigance Objective
Assessment Objective			
10.0	**Personal Safety**		
10.1	Obeys traffic rules	10.1	213
10.1.1	Stops and looks both ways before crossing street	10.1	213
10.1.2	Recognizes common traffic signs	10.1	213
10.2	Avoids bumping into objects	10.2 - 10.3	
10.3	Walks without tripping	10.2 - 10.3	
10.4			
	Notes:		

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Communication Domain Assessment Objective		*On Track* Program Number	Brigance Objective
11.0	**Communication**		
11.1	Identifies familiar objects when given their names	11.1	135 - 6
11.2	Labels familiar objects when requested	11.2	135 - 6
11.3	Gives own name when requested	11.3	126 - 7
11.4	Requests desired objects (food/drink/people)	11.4	
11.5	Requests desired activities	11.5	
11.6	Responds to initiated conversation with familiar adults	11.6 - 11.9	128 - 30, 126 - 7
11.7	Initiates conversation with familiar adults	11.6 - 11.9	128 - 30, 126 - 7
11.8	Responds to initiated conversation with familiar children	11.6 - 11.9	128 - 30, 126 - 7
11.9	Initiates conversation with familiar children	11.6 - 11.9	128 - 30, 126 - 7
11.10	Has adequate articulation	11.10 - 11.11	125
11.11	Uses adequate expressive language	11.10 - 11.11	125
11.12	Uses communication appropriately		
11.13	Indicates desire appropriately		
11.14	Protests appropriately		
11.15			
	Notes:		

Cognitive Domain Assessment Objective			On Track Program Number	Brigance Objective
12.0	**Pre-Academic Skills**			
12.1	Identifies body parts (head/eyes/nose/ears/arm/leg/hand/foot/finger/toes/jaw/chin/elbow/etc.)		12.1	149 - 151
12.2	Identifies major color (red/blue/yellow/green/purple/orange)		1.2a-b	152 - 3
12.3	Identifies basic shapes (square/circle/triangle/rectangle/diamond)		12.3a-b	
12.4	Matches			
	12.4.1	Matches objects	12.4.1a-b	154 - 5
	12.4.2	Matches objects to pictures	12.4.2	154 - 5
	12.4.3	Identifies differences	12.4.3	187 - 9
	12.4.4	Matches similar pictures	12.4.4	154 - 5
12.5	Identifies coins		12.5a-b	240
12.6	Arranges items by categories		19.1.1 - 19.1.2	
12.7	Serializes		19.1.3	
12.8	Counts			
	12.8.1	Counts by rote	12.8.1	233
	12.8.2	Counts with correspondence	12.8.2	
	12.8.3	Counts with displacement	12.8.3	232
12.9	Numerals			
	12.9.1	Identifies numerals	12.9.1a-b	234, 233
	12.9.2	Recites phone number	12.9.2	
	12.9.3	Traces numerals	12.9.3	70 - 71
	12.9.4	Copies numerals	12.9.4	75

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Cognitive Domain (continued) Assessment Objective			On Track Program Number	Brigance Objective
12.10	Letters			
	12.10.1	Recognizes written name	12.10.1	
	12.10.2	Identifies letters	12.10.2a-b	192
	12.10.3	Traces letters	12.10.3	70 - 71
	12.10.4	Copies letters	12.10.4	75
12.11				
	Notes:			
13.0	**Correct Use of Classroom Materials**			
13.1	Paper		13.0	69, 82 - 84, 184 - 185
13.2	Pencil		13.0	69, 82 - 84, 184 - 185
13.3	Scissors		13.3	78-81
13.4	Book		13.0	69, 82 - 84, 184 - 185
13.5	Crayon		13.0	69, 82 - 84, 184 - 185
13.6	Glue/paste		13.0	69, 82 - 84, 184 - 185
13.7	Paint/brush		13.0	69, 82 - 84, 184 - 185
13.8	Play-Doh/clay		13.0	69, 82 - 84, 184 - 185
13.9				
	Notes:			
14.0	**Attention Span**		14.0	
14.1	Initiates task		14.0	
14.2	Persists with task		14.0	
	14.2.1	Works independently for one minute	14.0	
	14.2.2	Works independently for two minutes	14.0	
	14.2.3	Works independently for five minutes	14.0	
	14.2.4	Works independently for ten minutes	14.0	
14.3	Remains in activity area		14.0	
14.4	Interacts appropriately with peers		14.0	
14.5	Follows directions		14.0	

Cognitive Domain (continued) Assessment Objective		*On Track* Program Number	Brigance Objective
14.6	Completes task	14.0	
14.7			
	Notes:		
15.0	**Classification**		
15.1	Sorts objects		
15.1.1	Sorts objects by shape	15.1.1a-d	165 - 167
15.1.2	Sorts objects by color	15.1.2	165 - 167
15.1.3	Sorts objects by size	15.1.31-b	165 - 167
15.2	Tells whether objects / pictures are same or different (Which one doesn't belong?)	12.4.1-12.4.4	
15.3	Describes similarities and differences in objects	12.4.1-12.4.4	
15.4	Demonstrates concepts	15.4	161 - 164
15.4.1	Identifies prepositions	15.4	161 - 164
15.4.2	Identifies measurement	15.4	161 - 164
15.4.3	Identifies temperature	15.4	161 - 164
15.4.4	Identifies time	15.4	161 - 164
15.5			
	Notes:		
16.0	**Memory**		
16.1	Recalls familiar objects	16.1	135 - 136
16.2	Recalls facts from a story presented orally	16.2a-b	172 - 173
16.3	Identifies missing parts of objects	16.3	
16.4			
	Notes:		

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Cognitive Domain (continued)			*On Track* Program Number	Brigance Objective
Assessment Objective				
17.0	**Reasoning Skills**			
17.1	Sequences			
	17.1.1	Places objects in sequence by size (seriation)	17.1.1	
	17.1.2	Places three simple pictures in sequence	17.1.2 -17.1.3	
	17.1.3	Places four simple pictures in sequence	17.1.2 -17.1.3	
	17.1.4	Repeats patterns	17.1.4	
17.2	Answers simple logic questions		17.2a-c	172 - 173
17.3				
	Notes:			

Physical Domain Assessment Objective			On Track Program Number	Brigance Objective
18.0	**Gross Motor**			
18.1	Slides		18.1	34 - 35
	18.1.1	Climbs ladder	18.1	34 - 35
	18.1.2	Slides down feet first	18.1	34 - 35
	18.1.3	Gets off slide immediately	18.1	34 - 35
	18.1.4			
18.2	Rides tricycle		18.2	54 - 55
	18.2.1	Gets on tricycle	18.2	54 - 55
	18.2.2	Pedals using feet	18.2	54 - 55
	18.2.3	Steers	18.2	54 - 55
	18.2.4	Gets off tricycle	18.2	54 - 55
	18.2.5	Rides without crashing	18.2	54 - 55
	18.2.6			
18.3	Swings		18.3	
	18.3.1	Gets on swing	18.3	
	18.3.2	Holds on with both hands	18.3	
	18.3.3	Pumps	18.3	
	18.3.4	Gets off swing	18.3	
	18.3.5	Avoids moving swings	18.3	
	18.3.6			
18.4	Plays with balls		18.4	46 - 47, 48 - 51
	18.4.1	Rolls playground balls	18.4	46 - 47, 48 - 51
	18.4.2	Throws playground balls	18.4	46 - 47, 48 - 51
	18.4.3	Catches playground balls	18.4	46 - 47, 48 - 51
	18.4.4			
	Notes:			

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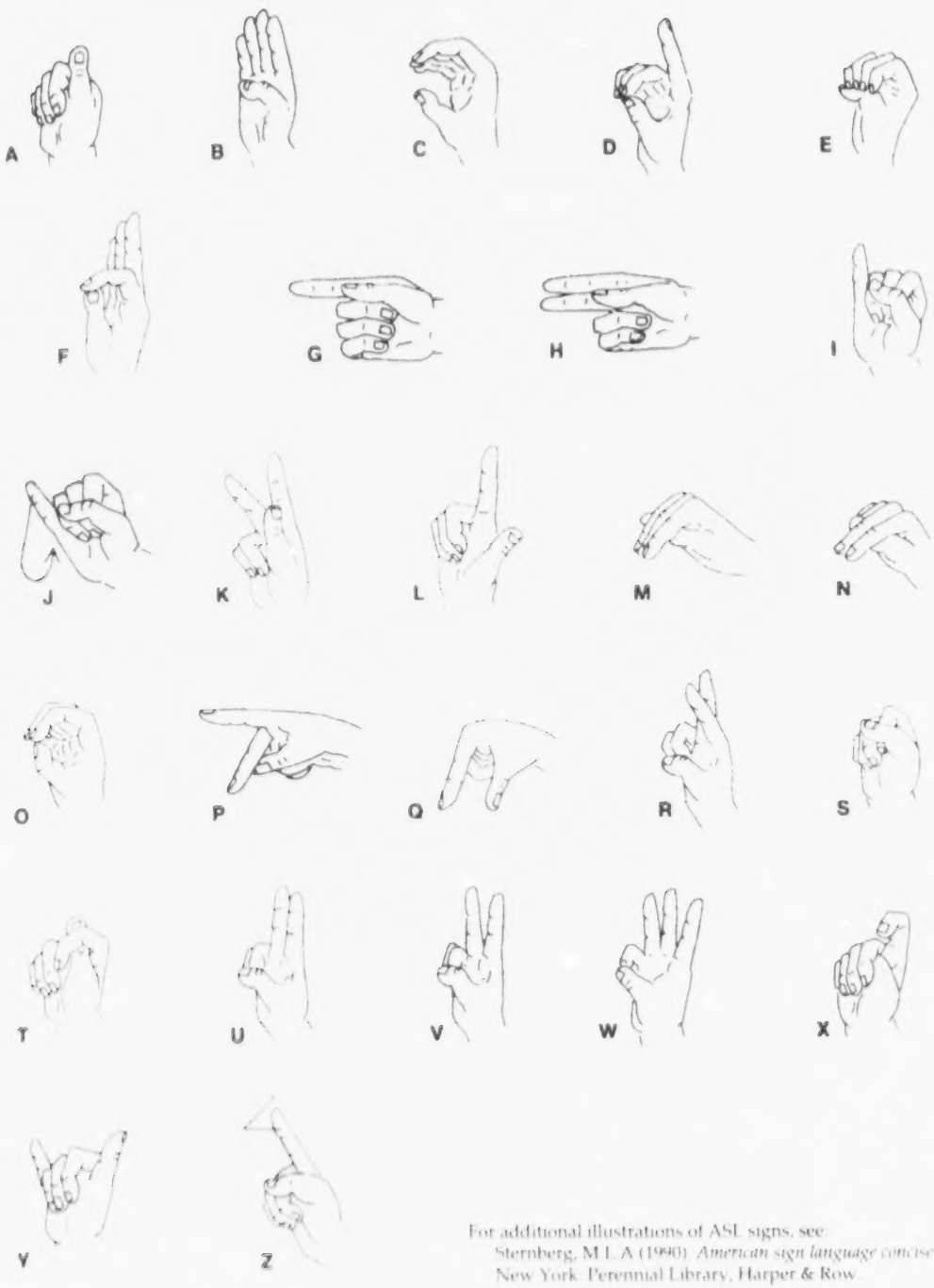
Physical Domain (continued)		*On Track* Program Number	Brigance Objective
Assessment Objective			
19.0	**Independent Motor Skills**		
19.1	Uses stairs	19.1	34 - 35
19.1.1	Climbs stairs using railing	19.1	34 - 35
19.1.2	Alternates feet while climbing	19.1	34 - 35
19.1.3	Descends stairs using railing	19.1	34 - 35
19.1.4	Alternates feet while descending	19.1	34 - 35
19.1.5			
19.2	Walks	19.2	30 - 33
19.2.1	Walks forward	19.2	30 - 33
19.2.2	Walks backward	19.2	30 - 33
19.2.3	Uses heel-toe gait	19.2	30 - 33
19.2.4	Balances on one foot	19.2	30 - 33
19.2.5			
19.3	Jumps	19.3	38 - 39
19.3.1	Jumps in place	19.3	38 - 39
19.3.2	Jumps forward	19.3	38 - 39
19.3.3	Jumps backward	19.3	38 - 39
19.3.4	Hops on one foot	19.3	38 - 39
19.3.5			
19.4			
	Notes:		
20.0	**Fine-Motor Skills**		
20.1	Picks up and releases small objects	20.1 - 20.3	59 - 60
20.2	Transfers small objects hand-to-hand	20.1 - 20.3	59 - 60
20.3	Colors with pencil or crayon	20.1 - 20.3	59 - 60
20.4	Traces shapes	20.4	75 - 77
20.5	Imitates teacher drawing shapes	20.5	75 - 77

Physical Domain (continued) Assessment Objective		On Track Program Number	Brigance Objective
20.6	Uses fasteners	20.6	97 - 100
20.6.1	Buttons	20.6	97 - 100
20.6.2	Unbuttons	20.6	97 - 100
20.6.3	Buckles	20.6	97 - 100
20.6.4	Unbuckles	20.6	97 - 100
20.6.5	Zips	20.6	97 - 100
20.6.6	Unzips	20.6	97 - 100
20.6.7	Snaps	20.6	97 - 100
20.6.8	Unsnaps	20.6	97 - 100
20.6.9	Fastens Velcro	20.6	97 - 100
20.6.10	Unfastens Velcro	20.6	97 - 100
20.6.11			
20.7			
Notes:			

American Sign Language (ASL) Common Signs

American Manual Alphabet



For additional illustrations of ASL signs, see:
Sternberg, M.L.A. (1990). *American sign language concise dictionary*. New York: Perennial Library, Harper & Row.

Phrases

Thank You, *phrase.* (Words extended politely from the mouth.) The fingertips of the right "5" hand are placed at the mouth. The hand moves away from the mouth to a palm-up position before the body. The signer meanwhile usually nods smilingly.

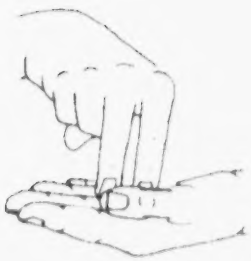
Hello, *interj.* (A wave of the hand.) The right open hand waves back and forth several times.

Sorrow, *n.* (The heart is circled to indicate feeling, modified by the letter "S," for "sorry.") The right "S" hand, palm facing the body, is rotated several times over the area of the heart.

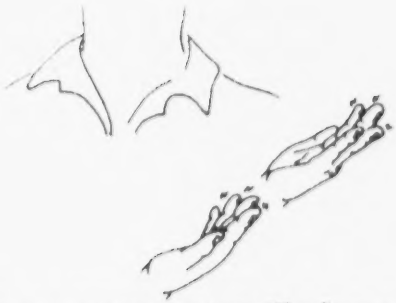
Please *v.*, pleased, pleasing. (A pleasurable feeling on the heart.) The open right hand is circled on the chest, over the heart.

Excuse, *n.*, excused, excusing. (A wipe-off and cleaned slate.) The right hand wipes off the left palm several times.

Listen, *v.*, listened, listening. (Cupping the hand at the ear.) The right hand is placed, usually slightly cupped, behind the right ear.

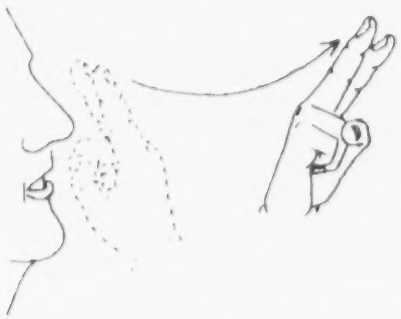


Stand, *v.*, stood, standing. (The feet planted on the ground.) The downturned right "V" fingers are thrust into the upturned left palm.



Wait, *n.*, *v.*, waited, waiting. (The fingers wiggle with impatience.) The upturned "5" hands are positioned with the right behind the left. The fingers of both hands wiggle.

Sit, *v.*, sat, sitting. (The act of sitting.) The extended right index and middle fingers are draped across the back of the same two fingers of the downturned left hand. The hands then move straight downward a short distance.



Look, *v.*, looked, looking. (The eyesight is directed forward.) The right "V" hand, palm facing the body, is placed so that the fingertips are just under the eyes. The hand swings around and out, so that the fingertips are now pointing forward.

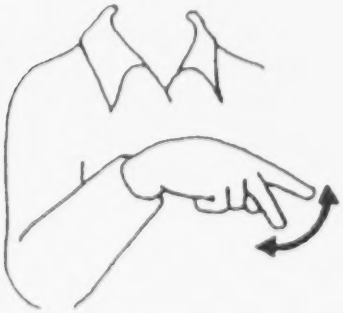
Colors

Red, *adj., n.* (The lips, which are red, are indicated.) The tip of the right index finger moves down across the lips. The "R" hand may also be used.

Green, *adj.* G shape RH. Shake back and forth.

Orange, *n.* (The peeling of the fruit.) The thumbtip of the right "Y" hand moves over the back of the left "S" hand, which is held palm down or palm facing the body.

Blue, *n., adj.* (The letter "B.") The right "B" hand shakes slightly, pivoted at the wrist.



Purple, *adj.* Shake right P back and forth from wrist.

Yellow, *n.* Y shape RH. Shake in and out.

For additional color signs, see:

Bornstein, H., Sauliner, K.L., & Hamilton, L.B. (Eds.). (1983). *The comprehensive signed English dictionary*. Washinton, D.C.: Kendall Green Publications.

Numbers

One
Hold up the index finger.

Two
Hold up the index and middle fingers.

Three
Hold up the index finger, middle finger, and thumb.

Four
Hold up the four fingers (separated).

Five
Hold up the five fingers (separated).

Six
Touch the tip of the thumb to the tip of the little finger (other fingers spread).

Seven
Touch the tip of the thumb to the tip of the fourth finger (other fingers spread).

Eight
Touch the tip of the thumb to the tip of the middle finger (other fingers spread).

Nine
Touch the tip of the thumb to the tip of the index finger (other fingers spread).

Ten
Shake the right "A" hand, thumb pointing up.

Eleven
Hold the "S" in front of you (palm in) and snap the index finger up.

Twelve
Hold the "S" in front of you (palm in) and snap the index and middle fingers up.

One Hundred
Sign "One" and "C." (Represents the Roman numeral.) Combine this with any of the preceding numbers to form any combination in the hundreds.

One Thousand
Place the "M" finger tips in the left palm. (Represents the Roman numeral.)

One Million
Strike the "M" finger tips into the left palm twice. (Represents 1,000 thousand.)